

Standard USHC-1: The student will demonstrate an understanding of the settlement of North America.

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences. (H, E, P, G)

Taxonomy Level: 2.2-B Understand/ Conceptual Knowledge

Previous/future knowledge:

In the 4th grade and again in the 6th grade, students used a map to identify the routes of various explorers and trade (4-1.3, 6-6.1) to the New World and matched these routes to the territories claimed by different nations, including Spain, France, the Netherlands, and England (4-1.3). In the 7th grade, maps were used to identify the colonial expansion of European powers in the Americas through 1770 (7-1.1).

Motivations for settlement, including freedom of worship, and economic opportunity (4-2.3), were studied in the 4th grade and in the 6th grade students compared the incentives of the various European countries to explore and settle new lands (6-6.2). In the 4th grade, students compared settlements in terms of their economic activities, religious emphasis, government, and lifestyles (4-2.4). In the 7th grade, they compared how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies (7-1.3). In Global Studies, students again focused on the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2). They studied the emergence of capitalism that influenced the founding and development of the colonies, including the significance of mercantilism, the developing market economy, and expanding international trade (7-1.6). In the 8th grade, students summarized the history of European settlement in the Carolinas with the first Spanish and French attempts at settlement and finally South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the plantation system and slavery, and the impact of the natural environment on the development of the colony (8-1.3). Eighth graders studied the factors that influenced economic growth in South Carolina during the colonial period including geography, trade with Barbados, new products such as rice and indigo and the role of British mercantilist policies (8-1.6).

In the 4th grade, students were introduced to the importance of the development of slavery in the New World, including the slave trade; the Middle Passage; and the exchange of goods among the West Indies, Europe, and the Americas (4-2.5), the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies (4-2.6), how conflicts and cooperation among the Europeans and Africans influenced colonial events including, slave revolts (4-2.7). Slavery was addressed again in the 8th grade when students studied reasons for the growth of the African American population during the colonial period and the significance of African Americans in the developing culture and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, the Stono Rebellion and subsequent laws to control the slave population (8-1.4).

Fourth graders focused on how the geography of a region impacted the development of various native cultural groups throughout North America on the eve of European discovery (4-2.2). In both the 4th and 6th grades, students were introduced to the impact of European colonization on the native peoples of the New World including the Columbian Exchange (4-1.4, 6-6.3) and how conflicts and cooperation among the Native Americans and Europeans influenced colonial events including the Native American wars, the French and Indian War, and trade (4-2.7). In the 7th grade, students explained how the use

of gunpowder affected the cultures of the New World and the relationship of European settlers with the native peoples (7-1.2). In the 8th grade students studied culture, political systems and daily life of the Eastern Woodland natives of South Carolina (8-1.1) and how events affected the relations of native peoples with European settlers (8-1.2).

It is essential for students to know:

Students should have a mental map of where each colonial claim was located. Because this has been so extensively studied in earlier grades it should be enough to review the locations of New Spain, New France, New England, British Mid-Atlantic colonies, British Southern colonies, and the British Caribbean. They should understand that competition between these nations drove exploration and motivated settlement.

It is important for students to understand the complexities of motivations for settlement and that these motivations impacted the type of society that developed in each region. For the English colonies students should concentrate on colonies that are *examples* of their region *such as* Massachusetts for New England, Pennsylvania for the Mid-Atlantic colonies and Virginia and South Carolina for the Southern colonies. As for the British Caribbean, a review of understanding from the 8th grade about the importance of the transplant of slave culture from Barbados should be sufficient.

Religion

One of the most common misunderstandings about the motivation of settlers is that they all came for religious reasons. Although Spaniards were exploring and conquering for “God, Gold and Glory,” gold was their primary motivation. Spanish settlers who came to the New World were looking for economic opportunity, not religious freedom. Spanish missionaries converted native peoples, often by force, to the religion of Spain, Roman Catholicism. Spaniards used the natives as laborers in order to hold the land for Spain. The French government did not allow French Huguenots to migrate to French territories in the New World, consequently some went to South Carolina. This should link well with what students remember from the 8th grade. French Roman Catholic missionaries also converted native peoples. However, unlike the Spanish, this conversion was not forced but was often the result of the strong economic and social ties between the French explorers and fur trappers and the natives.

The impact of religion in the English colonies depended upon which groups of Englishmen settled in the region. The first settlers to New England migrated for religious reasons but not for religious freedom. It is important to note that there was very little religious tolerance in New England. This is a common confusion for students. Although the Puritans came for religious freedom for themselves, they were trying to create a “city on the hill.” They did not want this model community defiled by people with other religious beliefs, so they exiled dissenters and persecuted Quakers. Religion played a large role in the cultural development of New England. Some religious tolerance developed in New England later in the 1600s as a result of Roger Williams’ influence in Rhode Island, requirements of the crown and in the 1700s due to the effects of the Great Awakening. There was more religious diversity and tolerance in the Mid-Atlantic colonies; however, it was also limited. The Act of Toleration in Maryland, for example, is often cited as evidence of religious tolerance but is also evidence of the intolerance practiced by the Puritans in Maryland. Lord Baltimore promoted the Act in order to protect the rights of the Catholics in the colony. Southern colonies were founded for economic reasons and religion did not play as large a role in their cultural development until the Great Awakening. The Church of England was the established church in the South.

Society

The Spanish colonies developed a strict hierarchical social structure that was influenced by the authoritarian hierarchy of their religion and of the Spanish government. Spanish society in the New World was impacted by patterns of migration and a dependence on slave labor. French society was also impacted by patterns of migration but they were not dependent on slave labor because of the geography of their territories. English settlers initially developed a somewhat egalitarian society in New England and the middle colonies based on religious equality but as economic prosperity developed and immigration increased, so did class distinctions. The church fostered the development of towns and educational institutions and shaped New England society. The English settlements in the South developed a hierarchical social structure early because of their dependence on indentured servants and slaves and the plantation system. The slave system was transplanted to the Carolinas from Barbados. The development of towns and educational institutions was impeded by these large land holdings.

Politics

The political development of the colonies was impacted by the political traditions of the mother country. Spain and France did not have an experience of democracy and consequently transferred their authoritarian control to their colonies. Spanish viceroys and French governors governed in the name of the King. The British emigrants brought their experience with the Magna Carta and Parliament to the colonies. Colonial experiences and distance from the mother country fostered the development of democratic institutions starting with Virginia's House of Burgesses and the New England town meeting. Students should know the difference between charter, proprietary and royal colonies in relation to the degree of self-government these colonies practiced. Events in England during the 1600s and the policy of salutary neglect helped to undermine the authority of the king in the colonies and strengthened the role of colonial assemblies. Although most colonies were royal colonies by 1750, colonial assemblies used the power of the purse to control the impact of the royal governors. It is essential for students to understand that British subjects in the colonies were loyal to the Crown but believed that only their colonial assemblies had the power to tax them based on the traditions of the Magna Carta and colonial experience. The English Civil War, the Glorious Revolution and the English Bill of Rights all influenced the colonists' perception of their rights as Englishmen. This understanding will be essential for Standard 2.

Economics

Economic support for the founding and development of the colonies was different for each of the colonial powers. The Spanish crown funded expeditions. English expeditions and settlements were funded by joint stock companies or individual proprietors.

The economic development of the European colonies in the New World depended on their geographic location and the natural resources and human capital available to them. The Spanish found gold and silver and exploited the natives on *encomiendas* and then introduced African slaves as laborers. Missionary outposts were important for political control as well as their economic contribution. The French developed an economy based on fur trapping and export that influenced their mutual dependence on native tribes. This caused them to claim much of the inland of the continent as hunting grounds and brought them into conflict with the English. Like England, both Spain and France followed mercantilist policies.

Geographic conditions afforded the settlers in New England only a subsistence farming economy. They turned to the forests for shipbuilding and to the sea as merchants and fishermen. New Englanders were not as dependent on slavery as Southern colonists because of geographic conditions, such as rocky

soil and short growing seasons. The settlers of the Mid-Atlantic colonies were able to exploit their geographic resources and large families to develop an export trade in food stuffs. The Southern colonies used their wide expanses of fertile soil to grow cash crops, such as tobacco, rice, indigo, with slave labor and to export these crops on the ships of New England. It is a common misunderstanding that cotton was a major export crop of the colonial era. Cotton became an important part of the southern economy only after the invention of the cotton gin in 1793. The three regions developed an interdependent network of coastal trade and trade with the British Caribbean as well as trade across the Atlantic with Africa and Europe. This trade and consequent economic development was impacted by the mercantilist policies of the mother country. Students should understand where the largest port cities were located and why they developed in those locales. This understanding will be essential background for future economic development included in standards 3 and 5.

It is not essential for students to know:

While students may recall some explorers (such as Columbus, Cabot, Cartier, Magellan), it is not essential for students to remember *all* of the names of the individual explorers and *conquistadores*. Although they should understand that there was competition between the colonial powers, they need not know about the Treaty of Tordesillas or the defeat of the Spanish Armada. They also need not know about the settlement of New Netherlands or New Sweden nor their takeover by the British. They need not know the details of the settlement and development of each colony within a region. For instance, they need not know about the founding of Connecticut and Rhode Island in New England. They need not know the details of the founding of Georgia in the Southern English Colonies or the split of the Carolinas.

Students need not understand the religious principles or practices of each religious group, the importance of the Half Way Covenant, or the religious implications of the Salem Witch Trials. They need only a very general understanding of the Great Awakening, not that this revival led to the split of churches into the Old Lights and the New Lights or that it resulted in the founding of new religious groups in America such as Methodists and Baptists or that it promoted religious tolerance and egalitarianism that laid a foundation for the American revolution. They do not need to know that the religion of the backcountry of the English colonies was influenced by the migration of the Scotch Irish who brought Presbyterianism with them nor that the democratic nature of the presbytery influenced the political culture of this region.

Students do not need to remember the names of the social classes within the Spanish colonies. They need not remember the reasons for the switch from indentured workers to slave labor in the British colonies nor the time period in which this occurred. Although students should understand the tension between different groups within the colonies, they need not remember the details of Bacon's Rebellion, the Stono Rebellion or Pope's Rebellion.

They need not know the organizations of royal control for the English colonies nor the differences of political organization of the various colonies. They do not need to know that only Pennsylvania had a unicameral legislature. They need not know about the creation of the Dominion of New England nor its overthrow.

They need not remember *all* of the products of each British colonial region nor the goods traded on each leg of the so-called triangular trade routes. They need not remember the specific acts that enforced mercantilism or the different ways in which mercantilism affected colonies in different regions. They need not know that Adam Smith's *Wealth of Nations* was an attack on mercantilism.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the religious, social, political and economic similarities and differences between the colonial regions of New Spain, New France and the English colonies in New England, the Mid Atlantic colonies and the southern colonies. Students should be able to recognize **examples** of evidence of each of these categories for each colonial region and classify it to the appropriate colonial region. They should be able to **interpret** maps and graphs and **infer** their relationship to information about the time period. Students should be able to **compare** the colonial regions, **interpret** the significance of these differences and **infer** its impact on the future of the colonies.

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

USHC- 2.1 Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors. (P, H)

Taxonomy Level: 2 B - Understand Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government and other groups who made up the diverse European population of early South Carolina (3-2.6).

In the 8th grade, students summarized the significant changes to South Carolina's government during the colonial period (8-1.5).

In Global Studies, students explained the long-term effects of political changes that occurred in Europe during the sixteenth, seventeenth, and eighteenth centuries in government (GS - 3.2). They also explained the ways that Enlightenment ideas spread through Europe and their effect on European society and the political and cultural influence of thinkers such as John Locke, Voltaire, Jean-Jacques Rousseau, and Baron de Montesquieu (GS – 3.4).

It is essential for students to know

American representative government developed during the colonial period as a result of both the transport of ideas of representative government from England and the circumstances of New World. The English settlers brought with them concepts from British government of the Magna Carta and later the English Bill of Right. The Magna Carta (USHC 2.5) recognized the rights of Englishmen to be consulted on the levying of taxes and to have their rights protected by a jury of their peers. This is the basis of the English parliamentary and judicial systems. Colonial charters granted by the king included statements declaring that English colonists continued to enjoy the rights of Englishmen (USHC 2.5). English political tradition also included the **rule of law**, the principle that every member of society must obey the law, even the king. In this legal system rules are clear, well-understood, and fairly enforced. The settlers applied the principles of the right of the legislature to levy taxes and the rule of law to their colonial governments.

The House of Burgesses, the Mayflower Compact, and the New England town meetings are examples of early **representative government**. The Virginia Company allowed the colonists in Jamestown to start the House of Burgesses as a way of attracting colonists and maintaining order in the colony. However only property owners were allowed to vote and the development of a social elite to whom others deferred meant that the colonists did not have a truly democratic government. By the 1620s, the king had appointed a royal governor. The Mayflower Compact is an early example of the principle that the people form the government. Puritan religious ideology supported representative government in Massachusetts Bay and these ideas were spread to other parts of New England as Puritans migrated. The Puritan church was governed by the male members of the congregation who also governed their civil society through town meetings. Each town sent representatives to the General Court in Boston. At first, only members of the Puritan church were allowed to vote. All thirteen colonies established a representative assembly which had the right to collect taxes. By the time of the American Revolution, most colonies had a royal governor.

Circumstances in England during the 1600s also affected the development of representative government in the colonies. After almost a century of struggle between the king and Parliament, King James was overthrown in the Glorious Revolution and replaced with William and Mary who agreed to abide by the English Bill of Right (USHC 2.5). The monarchs were forced to recognize the supremacy of

Parliament and its right to make tax law. John Locke wrote *The Social Contract* arguing that man had natural rights to life, liberty and property and that the authority to govern rests on the will of the people.

Colonial legislatures were soon in **conflict with the royal governors**. Although the royal governors sometimes used their autocratic power to cancel the colonial legislatures or change their location, the power of the royal governor was limited by the ‘power of the purse’. Since the assemblies had the right to levy taxes they controlled the governor’s salary as well as the government of the colony. The control that Parliament was able to exert on the colonies was limited by distance and desire. After the 1720s, the English government followed a policy of salutary neglect, leaving the colonists to govern themselves. It was the change of this policy that riled the colonists into revolt.

The cost of the French and Indian War caused Great Britain to change her policy towards the colonies to achieve greater control of her empire and impose taxes to help pay the war debt. Parliament attempted to enforce the Navigation Acts and collect taxes directly from the colonists rather than recognizing the exclusive right of the colonial assemblies to collect taxes. Conflicts over the Stamp Act resulted in the creation of the Sons and Daughters of Liberty, the Stamp Act Congress and an effective economic boycott which resulted in the repeal of the Stamp Act. The stationing of British troops in the colonies resulted in the Boston Massacre and further alienated the colonists. The Townshend Acts resulted in a continuation of the boycott and the Tea Act resulted in the Boston Tea Party, which led to the “Intolerable” (Coercive) Acts, the First Continental Congress, and the conflict at Lexington and Concord that began the Revolutionary War. Students should know the sequence of these events and that they were protests about the loss of the ‘rights of Englishmen’ and against ‘taxation without representation’.

There are several common misconceptions that should be avoided or corrected. The colonists were not protesting against the taxes because the taxes were too high nor were they attempting to form a new kind of government. Instead the colonists were trying to hold onto the government that they had developed during the time of salutary neglect. Neither did the colonists want to have representation in Parliament; since they would have been outvoted. What they wanted was British recognition that only their colonial legislatures had the right to impose taxes on the citizens of the colonies.

It is not essential for students to know:

It is not necessary to go into detail about the circumstances surrounding the signing of the Magna Carta, the English Civil War and the Puritan Commonwealth or the Glorious Revolution. Students do not need to remember the specific Navigation Acts, nor that this legislation actually aided the development of colonial shipping and provided subsidies for colonial growers of products such as indigo.

Students do not need to know about the different types of colonies (charter, proprietary or royal). However, students *should* know that most colonies were royal colonies by the time of the American Revolution.

Students do not need to know about the various battles of the French and Indian War or specific conflicts with the Native Americans. They do not need to remember specific details about the conflicts between the colonists and Parliament over taxes. For instance, they do not need to remember that the Sugar Act attempted to enforce the Navigation Acts’ import tax on sugar and established admiralty courts which violated rights to a trial by a jury of one’s peers (Magna Carta) and that the American reaction was to both protest the admiralty courts and increase smuggling. They do not need to remember that the colonists were opposed to the Stamp Act because it was a direct tax which violated the exclusive right of the colonial assemblies to levy taxes rather than an indirect or import tax such as the sugar tax. The Townshend Acts were an indirect tax on a list of goods, including tea, but were repealed as a result of the boycott except for the tax on tea. The Tea Act was not a tax, but permission for the East India Tea Company to have a monopoly on the sale of tea in the colonies which would allow them to sell tea at a lower price. This lowered price threatened the effectiveness of colonial boycott and resulted in the Boston Tea Party.

Assessment guidelines:

Appropriate assessments will require students to explain **the** development of early representative government in the British colonies. The students need to be able to **summarize** the concepts of rule of law and the political rights of the colonists that were brought with them from England. They should be able to **compare** British colonial policy before and after the French and Indian War. They should be able to **classify** the British actions as taxes or other violations of rights. They should be able to **infer** that it was the accumulation of "repeated injuries and usurpations" which brought the colonists to the point of rebellion.

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E)

Taxonomy Level: 2 B. Understand Conceptual Knowledge

Previous/future knowledge:

In 4th grade, students explained some of the political and economic factors leading to the American Revolution (4-3.1). They summarized the roles of principal American, British, and European leaders involved in the conflict (4-3.2). They explained the major ideas and philosophies of government reflected in the Declaration of Independence (4-3.3). They also summarized the events and key battles of the Revolutionary War (4-3.4) and then they compared the roles and accomplishments of early leaders in the development of the new nation (4-4.4). Illustrate how the ideals of equality as described in the Declaration of Independence were slow to take hold as evident in the Three-Fifths Compromise and the Fugitive Slave Acts (4-4.6).

In the 8th grade, they explained the interests and roles of South Carolinians in the events leading to the American Revolution and the role of the four South Carolina signers of the Declaration of Independence (8-2.1). They compared the perspectives and roles of different groups of South Carolinians during the American Revolution (8-2.2). Also, they summarized the course and key conflicts of the American Revolution in South Carolina and its effects on the state (8-2.3).

It is essential for students to know:

The **Declaration of Independence** was written to further the cause of the colonists' fight with the mother country already into its second year. Although the Declaration was impelled by a "decent respect to the opinions of mankind", it was really addressed to those within the colonies who remained loyal to the king or were uncommitted to the cause of independence. The Declaration stated the principles of equality, the natural rights of "life, liberty and the pursuit of happiness," the purpose of government to "secure those rights," and the "right of the people to alter or abolish" government when natural rights are not protected by government. It then made the case that the King, not the Parliament, had violated the rights of the colonists. The litany of actions that "He" did was designed to break the bonds between the King and his loyalist subjects and to unify the new nation against a common enemy. Students should be able to recognize these charges as references to the events that led to the outbreak of war.

By declaring their independence, the Americans made it possible to enter into an alliance with other nations, most notably France. Following the Battle of Saratoga, European countries began to believe that the British colonists might be successful against the English. With this belief came French naval support and supplies. The French navy proved invaluable to victory at Yorktown.

The principles expressed in the Declaration of Independence also had an impact on the newly formed state governments (USHC 2.4) and the Articles of Confederation government (USHC 2.3) that Americans established immediately after its signing. These governments relied primarily on the role of the legislature and severely limited executive power. In the postwar period Americans began to put the principles of the Declaration into practice. States in the North passed laws that provided for the gradual emancipation of slaves. States also provided for freedom of religion. However, the principles expressed in the Declaration of Independence remained unfulfilled for certain groups and the idea that "all men are created equal; that they are endowed by their Creator with certain inalienable rights ... [to] life, liberty and the pursuit of happiness" has been a rallying cry for those denied their rights throughout American history.

The **Declaration of Independence** not only impacted the colonists' fight with the mother country but its principles had a **worldwide impact**. The French "Declaration of the Rights of Man and the

Citizen” was modeled on the American Declaration of Independence and led to revolutionary movements throughout Europe in the 1800s. Revolutions in Latin America in the 1800s and countless groups fighting for the right to “life, liberty and the pursuit of happiness” and justifying the overthrow of corrupt governments have cited the American Declaration of Independence.

It is not essential for students to know:

It is not necessary for students to remember the debates that preceded the signing of the Declaration or which states or statesmen immediately supported it and which were more reluctant. It is not necessary to know that the Declaration was the work of a committee of which Thomas Jefferson was the most important member. It is not necessary for students to know about the role of Thomas Paine’s “Common Sense” in laying the groundwork for the Declaration or that the principles embodied in it rest on the ideas of John Locke written in support of the Glorious Revolution in England in 1689. It is not necessary for students to remember the various battles of the American Revolution.

Assessment guidelines:

Appropriate assessments would require students to **explain** the importance of the Declaration of Independence in establishing the reasons for separation and convincing reluctant patriots to join in opposition to the Crown. Students need to be able to **summarize** the principles upon which Americans based their justification for the Revolution and upon which other groups throughout the world based their claims for “life, liberty and the pursuit of happiness”. Students should be able to **interpret** short selections of the document and **infer** which acts of the British government that violated American rights were being cited in portions of the document.

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

USHC-2.3 Explain development and effectiveness of the Articles of Confederation. (H, P)

Taxonomy Level: 2B Understand/Conceptual Knowledge

Previous/future knowledge:

In the 4th grade, students compared the ideas in the Articles of Confederation with those in the United States Constitution (4-4.1).

It is essential for students to know:

The lack of a strong central government under the **Articles of Confederation** was a direct result of the experiences under the royal governors and the King and Parliament. Because the Americans were fighting to preserve the rights of their colonial assemblies, they believed sovereignty rested in their state governments and developed a confederation of the 13 states to unite to fight the war. The Continental Congress provided the model for the Articles of Confederation government (the Confederation government) in which each state had one vote in a unicameral legislature and there were no separate executive or judiciary branches.

The **effectiveness** of the new Confederation government was almost immediately called into question when its ratification was delayed by competing state interests. The controversy between large (New York and Virginia) and small states (Maryland) over land claims in the west was effectively resolved with the ceding of state claims to the Confederation government and the creation of the national domain. The national government under the Articles (Confederation government) was effective in dealing with the administration of the national domain. The Confederation government established a method for distribution of this land through the Land Ordinances and the precedent for the creation of new states through the Northwest Ordinances. The Northwest Ordinances also declared slavery illegal in the old Northwest Territory. This was the first effort by the national government to prohibit slavery in the territories. The national government under the Articles was effective in negotiating the Treaty of Paris. The Confederation government also proved effective at the state level as states wrote new constitutions (USHC 2.4) and passed laws that met their needs. In response to Revolutionary War rhetoric, the northern economy and geography; many northern states gradually emancipated their slaves.

The confederation form of government under the Second Continental Congress proved effective during the American Revolution when the states had a common cause. Soon after its ratification in 1781, Americans found that the Confederation under the Articles of Confederation was too weak to meet the needs of the new nation. The Articles of Confederation government was **not effective** diplomatically. The government could not require the British government to live up to the Treaty of Paris by removing British troops stationed at frontier forts. It was not effective in persuading the Spanish to allow Americans access through New Orleans to the sea. The Confederation government could not levy taxes to support an army. They could only *request* funds from the states. States were often *not* in agreement with each other about what issues to support. Therefore, policies concerning Native American nations were not effective as settlers pushed west.

The national government under the Articles was **not effective** economically because they could not persuade the British government to continue to trade with their former colonies. The Confederation government could not resolve conflicts between the states over interstate trade, currency, or boundaries because there was no national judicial branch. Inflation made it difficult for individuals to pay their mortgages and taxes which led to a rebellion in Massachusetts.

Over time the structure of the Confederation government also proved to be **ineffective**. There was no executive to carry out the will of the national government. Many members did not attend Confederation

Congress so it was difficult to pass laws that required the consent of more than a simple majority of the states. Once the war was over, many states refused to support the national government with funds. The Articles of Confederation could not be amended except with the unanimous consent of all of the states. States' disputes over interstate trade and the threat of rebellion led some to call for a stronger national government. Delegates were called to attend a meeting in Philadelphia to amend the Articles in 1787.

It is not essential for students to know:

Although the idea of a democratic republic derived from the Founders readings in ancient history, it is not necessary to compare the new American government to that of ancient Greece and Rome. It is not necessary for students to remember all of the details of the Treaty of Paris or of the Land Ordinance or the Northwest Ordinance such as the division of the land into saleable lots or that the Northwest Ordinances also supported public education by setting aside land for its support. It is not necessary for students to know about failed negotiations with Spain about the right of deposit in New Orleans nor about the Indian wars.

Assessment guidelines:

Appropriate assessments may require students to **explain** why the Articles of Confederation was designed to be a weak form of central government. The students should be able to **classify** the strengths and weaknesses of the Articles as diplomatic, economic and political and to **classify** actions of the Articles government as evidence of either effectiveness or ineffectiveness. Students should be able to **interpret** maps, graphs and charts and **infer** their value as evidence of the effectiveness of the government under the Articles of Confederation. Students should also be able to **compare** the Articles government with the government under the Constitution (USHC 2.5).

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

USHC-2.4: Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution. (H, P)

Taxonomy Level: 2B Understand/Conceptual Knowledge

Previous/future knowledge:

In 4th grade, students classified government activities according to the three branches of government established by the United States Constitution and gave examples of the checks and balances that the Constitution provides among the branches (4-4.2). Also they explained the role of the Bill of Rights in the ratification of the Constitution (4-4.3). Students compared the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison (4-4.4).

In 8th grade, students summarized events related to the adoption of South Carolina's first constitution, the role of South Carolina and its leaders in the Continental Congress, the ratification of the United States Constitution and the importance of issues debated during the Philadelphia Convention for South Carolina (8-2.4).

In 12th grade government class, students will explain the organization and responsibilities of local and state governments, including the purposes and functions of state constitutions; reserve and concurrent powers in the states; the relationships among national, state, and local levels of government; and the structure and operation of South Carolina's government (USG – 3.2). They will also summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good (USG -3.3).

It is essential for students to know:

As a result of colonial experience with royal governors, **state constitutions** written during the Revolutionary War changed the colonial charters into constitutions with a strong legislative branch and a weak executive branch. Many states, however, amended their first constitutions or wrote new constitutions when this proved ineffective and strengthened the role of the governor.

Economic crisis that prompted change at the national level was the result of the breaking of the trade relationship with Great Britain. The British continued to pursue mercantilism and, since the United States was no longer a colony, cut off trade with the Americans. The resulting depression made it difficult for individuals to pay their mortgages and taxes which led to a rebellion in western Massachusetts [Shays' rebellion] Farmers marched to close the courts to prevent foreclosure proceedings on their farms. This unrest frightened many of the elite and prompted their support for a stronger national government that could preserve the peace. Many of the backcountry farmers feared a strong national government that might impose unfair taxes and foreclose on their farms when they could not pay their taxes.

The Confederation Congress authorized a meeting in Philadelphia to amend the Articles of Confederation. This Philadelphia convention had to write a new plan of government rather than amend the old because the Articles required unanimous consent for amendment and Rhode Island did not attend. Many of the **Founding Fathers** were state delegates to the Philadelphia convention. James Madison is often referred

to as the Father of the Constitution because he came to the convention with a plan (the Virginia Plan). George Washington presided as the president of the convention. Benjamin Franklin and Alexander Hamilton were also in attendance. (Thomas Jefferson and John Adams were not in attendance because they were serving as ambassadors for the United States.)

The writing of the Constitution was the result of compromises between those Founding Fathers (the writers are called the Framers) who wanted a stronger national government and those who feared losing some of their state's power. **Debates** over representation exemplify the fear that some states might get more power than others. Large states wanted to be represented based on population [Virginia Plan] while small states wanted to preserve their power and continue to have one vote per state [New Jersey Plan] as in the government under the Articles of Confederation. The compromise was a bicameral legislature in which each state has one vote in the Senate and representation in the House of Representatives is based on population [Connecticut Compromise or Great Compromise]. This led to debate about who should be counted for purposes of representation. Southern states wanted to count slaves; Northern states, many of which were in the process of gradually emancipating their slaves, did not want to give southern states this political advantage. The compromise was that slaves were to count $\frac{3}{5}$ for the purposes of both representation and taxation; however, no taxes were levied based on the population of the states [$\frac{3}{5}$ s Compromise]. Advocates of a strong national government wanted to give the national government control over international trade. Southern states feared that the national government dominated by northern states with little interest in slavery would abolish the slave trade. The compromise was that the national government could not regulate the slave trade for 20 years. The international slave trade was outlawed in 1808.

Other compromises were made to reassure delegates who feared giving too much power to the central government. Powers were separated between the three branches of government and a system of check and balances was devised so that no one branch could abuse its powers. Since delegates were concerned that the executive would become a king, most powers were delegated to Congress, the chief executive's term was limited to four years and the power of the executive was controlled through checks and balances. Delegates also feared the uncontrolled will of the people (mob) so they developed the electoral college to buffer the impact of the popular will on the election of the chief executive and devised a system for indirect election of Senators.

The Constitution was sent to special state conventions for ratification. The ratification of the Constitution was the result of compromise between those who wanted a stronger national government and those who feared it. Supporters of the constitution and a strong national government were called Federalists and represented the elites of the coastal areas. Opponents of the constitution became known as Anti-Federalists and were concentrated among the backcountry farmers who feared the power that the elites would have in a strong national government located far away from the influence of the people. Anti-Federalists believed that state governments would be more responsive to the needs of the people. Controversy centered on the lack of a bill of rights to protect the rights of the individual against an abusive government. Several states ratified only on the condition that a bill of rights would be added. *The Federalist Papers*, written by Federalists Alexander Hamilton, John Jay and James Madison, explained the intentions of the Framers and continues to be an important source for understanding the constitution but had little impact on its actual ratification. It is important for students to understand that both Jefferson and Madison supported the ratification of the Constitution and so both were Federalists during this period.

It is not essential for students to know:

Students do not need to know details about the state constitutions. They do not need to know the name of the leader of the Massachusetts rebellion, Daniel Shays, or that the government of Massachusetts changed through popular election and rescinded many of the problems against which the farmers were revolting.

Students do not need to know of the meetings that preceded the convention at Philadelphia such as those at Mount Vernon and Annapolis. They do not need to remember that the meetings of the Philadelphia convention were closed and strict secrecy about the proceedings was required of the delegates. They do not need to know the many details of the debates including the names of the competing plans or those who championed them such as Edmund Randolph of Virginia or William Patterson of New Jersey. They do not need to know that the convention decided to send the document for ratification to special state ratifying conventions rather than the Confederation Congress or the state legislatures because they feared that these governments would not ratify a document that would limit or rescind their own power. They do not need to know the names of prominent Anti-Federalists such as Samuel Adams or Patrick Henry. They do not need to remember that John Jay, James Madison and Alexander Hamilton wrote *The Federalists Papers* under the pseudonym Publius during the debates over ratification in New York. They do not need to know the order of the ratification of the Constitution by the states nor that the new government was established even before Rhode Island had ratified.

Assessment guidelines:

Appropriate assessments may require that students be able to **summarize** the characteristics of the new government under the Constitution. They should be able to **explain** the economic crisis of the 1780s and the cause and effect relationship between the Massachusetts rebellion and the calling of the convention. The students need to be able **compare** the competing state interests and **explain and classify** the resulting compromises. They need to be able to **compare** the positions taken by the Federalists and the Anti-Federalists on the issue of ratification. They should also be able to **compare** the Federalists and Anti-Federalists of the ratification period with the Federalists and the Democratic-Republicans of the 1790s (USHC 2.6) and distinguish between the positions of all of these groups. Students should be able to **explain** the impact of *The Federalists Papers* and **infer** the relative importance of *The Federalists Papers* and the promise of the addition of a bill of rights to the Constitution in securing ratification. They should be able to **interpret** a short portion of a Federalist or Anti-Federalist position paper and identify the position that it supports.

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

USHC-2.5 Analyze underlying political philosophies, fundamental principals, and the purpose of the United States Constitution and the Bill of Rights, including the ideas behind separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Right, and the colonial charters. (P, H)

Taxonomy Level: B 4 Analysis/Conceptual Knowledge

Previous/future knowledge

In 4th grade, students explained the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of the government (4-4.3).

In 8th grade, students summarized events related to the adoption of South Carolina’s first constitution, the role of South Carolina and its leaders in the Continental Congress, and the ratification of the United States Constitution, and the importance of issues debated during the Philadelphia Convention for South Carolina (8- 2.4).

In 12th grade, students will summarize differing ideas about the purposes and functions of law, including the “rule of law” and the “rule of man” and the idea that the “rule of law” protects not only individual rights but also the common good. They will also summarize the sources of laws, including nature, social customs, legislatures, religious leaders, and monarchs (USG -1.2). They will also summarize the basic principles of American democracy including popular sovereignty, the rule of law, the balance of power, the separation of powers, limited government, federalism, and representative government as expressed in the Declaration of Independence, the Federalist Papers, the Constitution, and the Bill of Rights (USG- 2.1).

It is essential for the students to know:

USHC 2.1 established an understanding that the Constitution was the result of the experiences of Americans in their colonial assemblies and in their relationship to the mother country, to the King and to Parliament. The Constitution was founded on the principles of British government that colonists brought with them as well as their own experiences in the New World. In discussions of the debates among the Framers of the Constitution in USHC 2.4, the ideas of separation of powers and checks and balances were introduced. This indicator provides an opportunity for review and comparison.

The **Magna Carta** established that the people, through their representatives, have the right to be consulted on the levying of taxes. Under the Constitution the right to tax resides with both the state legislatures and the Congress. The House of Representatives was given the exclusive right to initiate tax bills because they more directly represent the people. The Magna Carta also set the precedent that the people have the right to a trial by a jury of their peers and to be protected from the abuse of power by arbitrary authority. Protections listed in the Bill of Rights include protections against unreasonable searches and seizures, right to due process and protection against double jeopardy and self-incrimination, the right to a speedy and public trial, the right to confront witnesses and the right to counsel, protection against excessive bail or fines and cruel and unusual punishment.

The **English Bill of Right** reiterated that the people have the right to be consulted, through their representatives, on the levying of taxes. It established that the power of the king (executive) should be

limited by the Parliament. This is included in the Constitution in the idea that the president is not above the law and can be impeached for violation of his oath to uphold the Constitution or other ‘high crimes and misdemeanors.’ The English Bill of Right states that the people have the right to religious freedom which is included in the First Amendment in the American Bill of Rights

Colonial charters granted colonists the rights of Englishmen which they were preserving in their revolution against the British government. (USHC 2.1) and in the Declaration of Independence (USHC 2.3). These rights were included in the first ten amendments to the United States Constitution, the Bill of Rights.

The Articles of Confederation government was designed to be a weak central government but was not effective (USHC 2.3). The **purpose of the United States Constitution** was to provide a more effective central government while at the same time limiting the power of the government over states and the people (USHC 2.4). The **fundamental principle** of sovereignty is essential to an understanding of the United States Constitution. Under the Articles of Confederation, sovereignty lay with the states. Under the Constitution, the authority to govern derives not from the states but from the people as evidenced by the language “We the People... do ordain and establish this Constitution.” However, the power of the national government is limited. The principle of federalism limits the power of the national government by only delegating it some powers. Other powers are reserved to the states and still other powers are held concurrently by the states and by the nation, while others reside with the people. The principle of separation of powers limits the power of the government by dividing governing powers among the legislative, executive and judicial branches of the government. The principle of checks and balances ensures that no one branch becomes too powerful and includes the veto and the override, judicial review, power to confirm nominations and treaties and the power to impeach. The **purpose of the Bill of Rights** was to limit the power of the national government by recognizing the rights that belong to the people and are protected from abuse by the government.

It is not essential for the students to know:

It is not necessary for students to know other details of the Constitution such as requirements for holding office. Various processes described in the Constitution such as how a bill becomes a law, the operation of the electoral college and the specific duties of the president are not required by the indicator. Students do not need to know what is in each article of the Constitution. It is also not necessary for students to know all of the specific numbers of the amendments in the Bill of Rights nor do they need to know all of the subsequent amendments.

Assessment guidelines:

Appropriate assessments may require students to be able to **analyze** the Constitution by differentiating between **examples** of federalism, separation of powers or checks and balances. They may require students to **compare** the protections of the Constitution with those in the Magna Carta and the English Bill of Right. Students should also be able to **compare** the Constitution with the Articles of Confederation. Students should be able to **explain** the idea of limited government and how this is **exemplified** in the Constitution. Students may be required to **infer** from a piece of Constitutional text the principle, such as sovereignty, federalism, separation of powers and checks and balances, which is being discussed.

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

USDHC- 2.6: Compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system. (P, H, E)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge

In 4th grade students compared the roles and accomplishments of early leaders in the development of the new nation (4-4.4). Students also compared social and economic differences of the two political parties that began to form in the 1790s, led by Alexander Hamilton and Thomas Jefferson (4-4.7).

In 12th grade American Government, the two-party system will be discussed as a part of the development of public policy (USG-3.4).

It is essential for the students to know:

The political differences between Alexander Hamilton and Thomas Jefferson became evident during George Washington’s administration. Jefferson and Hamilton had both supported the ratification of the Constitution and served in Washington’s cabinet. Differences first arose over Secretary of the Treasury Hamilton’s **economic** plan. Hamilton proposed that the government pay off the debt left from the Revolutionary War by issuing new bonds (funding). Secretary of State Jefferson and Representative James Madison opposed paying off current bondholders because often these were investors who had bought the bonds on speculation from the primary investor at a much reduced price. Hamilton wanted the current bondholders, wealthy investors, to have a stake in the national government. Congress authorized the funding plan. Hamilton also proposed that the national government assume the debts of the states. Northern states supported assumption because they had outstanding debts. Southern states (except SC) objected because they had already paid their debts. A compromise was reached that the capital would be moved farther south (to the District of Columbia) and state debts would be assumed. Hamilton also proposed that the Congress establish a national bank that would act as a repository for the nation’s revenues and a source of loans to spur economic growth. Jefferson and Madison objected arguing that the Constitution did not specifically list the establishment of a bank as one of the powers of Congress. Hamilton argued that the bank was “necessary and proper” to the exercise of Congressional powers to establish a national currency and regulate trade and so was allowed by the ‘elastic clause’ of the Constitution. This established the basis for a continuing **political** disagreement about how the Constitution was to be interpreted. Congress passed and Washington signed authorization for the establishment of the First Bank of the United States.

Disagreement between the two emerging political factions was exacerbated by Hamilton’s proposal that Congress establish a protective tariff. A protective tariff by design is a high tax on imports that causes consumers to prefer purchasing the lower priced goods produced in their home country. This would protect America’s emerging industries. Jefferson believed that democracy depended on the independence of the farmer and did not want to promote the development of industry. Congress did not pass the protective tariff but the issue continued to divide the emerging political factions. Perhaps the most serious difference between the parties was on an excise tax on whiskey. Hamilton wanted to control the drinking habits of Americans as well as raise revenue for the national government. Jefferson and Madison supported western farmers who turned their grain into whiskey in order to transport it more

easily and cheaply across the Appalachian Mountains. The resulting Whiskey Rebellion of western Pennsylvania farmers was the first challenge to the authority of the new national government but quickly evaporated when troops led by President Washington marched into the state. The Rebellion showed the seriousness of the split between the two groups.

The **two party system** developed as a result of different political positions on these economic issues. The Federalists, supporters of Hamilton and a strong central government, included the wealthy business interests in the North as well as some elite plantation owners. Federalists interpreted the Constitution loosely, using the elastic clause to give the federal government more power. Democratic-Republicans (known as Jeffersonian Republicans, later Democrats) were supporters of Jefferson and Madison who believed in a limited central government and strong state governments because state governments are closest to the will of the people. They were supported by ‘the common man’ including rural Northerners, Southerners and backcountry folk and supported a strict construction of the Constitution without the use of the elastic clause.

Differences over domestic policy were exacerbated by even more emotional differences of opinion over foreign policy. When the French Revolution turned violent, Jefferson and Madison supported the French despite the bloodshed, because their *Declaration of the Rights of Man and the Citizen* was very similar to the *Declaration of Independence* and because of the French alliance during the American Revolution. Hamilton supported the British in their war against the excesses of the French Revolution because of long tradition and trade relations with their former mother country. This basic disagreement was heightened by such events as the Citizen Genet incident, Jay’s Treaty and the XYZ Affair which led to the Alien and Sedition Acts. These acts were designed to silence the outspoken and sometimes slanderous opposition of the Democratic-Republicans to the Adams administration. Jefferson and Madison objected in the Virginia and Kentucky Resolutions, declaring that state legislatures could declare an act of Congress to be unconstitutional. The controversy contributed to Jefferson’s election in 1800. As the war in Europe continued and threatened to embroil the United States, Jefferson issued the Embargo of 1807, designed to stop the problem of impressment and avoid war. New England Federalists opposed the embargo because it severely hurt their trade and later opposed the War of 1812 for the same reason. Democratic-Republican “War Hawks” from the west and the south supported the war because of issues of national pride and land hunger (Canada). The Federalist Party died out as a result of their opposition to the war and the adoption by the Democratic-Republicans of their pet issues such as the national bank and the protective tariff in the aftermath of the War of 1812. The traditional two party system that had evolved, however, had become an important part of the American political system.

It is not essential for the students to know:

Students do not need to remember all of the details of each of Hamilton’s proposals explained above however it is important that they understand how the political parties emerged because of how each of the issues affected different interest groups. Students do not need to know the details of the Genet incident, the XYZ affair or the Embargo and the War of 1812 however they help to explain the increasing antagonism of one party for the other that led to Jefferson’s resignation as Secretary of State and eventually Hamilton’s death. Students do not need to know about the differences of opinion that arose between John Adams and Alexander Hamilton despite the fact that they belonged to the same party. They do not need to know that President Washington warned Americans against political factions in his Farewell Address.

For mastery of this indicator, students do not need to know that the basic split between Federalists and Democratic Republicans has continued throughout United States history. Federalists became Whigs and then Republicans who stopped supporting a strong federal government in the 20th century because of their support of Big Business and their position on the New Deal and civil rights. Democratic-Republicans

became Democrats under Andrew Jackson and began supporting a strong federal government in the 20th century as a result of the Great Depression and the civil rights era.

Assessment guidelines:

Appropriate assessments may require students to **compare** the political and economic views of Hamilton and Jefferson and the characteristics and membership of the political parties that they founded. They should be able to **explain** the economic and sectional basis for the political views of each party. Students may be required to **interpret** a short piece of text and identify whether it is the opinion of a member of one or the other political faction. Given various **examples** of ideologies or membership characteristics, students should be able to identify the party. Students should be able to **interpret** charts and political cartoons and **infer** their relationship to the development of political parties.

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

USHC-2.7 Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall's precedent-setting decisions such as that in *Marbury v. Madison*. (H, P)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 12th grade American Government, students will contrast the distribution of powers and responsibilities within the federal system, including the purpose, organization, and enumerated powers of the three branches; the workings of the Supreme Court; and the operation of the law-making process (USG -3.1).

It is essential for the students to know:

The principals and ideas of the Constitution were strengthened by the decisions of the **Marshall Court** which established a strong federal government that was supreme over the states. The Constitution does not go into detail about how the court system should be set up so the First Congress established the court system.[Judiciary Act of 1789]. The first chief justices presided over a very weak court. The Marshall Court is an example that presidential power is felt long after the administration is over through presidential appointment of justices who hold political ideas similar to the president's own. This has been true throughout American history and continues to be true today. The ruling of the Marshall Court in *Marbury v. Madison* (1803) began the enduring precedent of judicial review as a vital part of the checks and balances system.

Federalist William Marbury was appointed and confirmed as one of the 'midnight' judges. However his commission to a lower court had not been delivered before the Democratic Republicans took office and Secretary of State Madison subsequently refused to deliver it. Marbury appealed to the Supreme Court for a court order [writ of mandamus] that would require Madison to deliver the commission. The court was authorized to issue such a writ by Congress. Marshall knew that if the court ordered the commission to be delivered to Marbury that the order would be ignored by the Secretary of State and the judicial branch would continue to be seen as powerless. Reading the Constitution closely, Marshall realized that the document does not give the power to issue such a writ to the Supreme Court under its original jurisdiction. The court could only hear such a case on appeal. The Marshall court ruled that, although Marbury deserved his commission, the court could not order that it be delivered because Congress could not give a power to the Supreme Court which the Constitution did not grant. This was a landmark decision because it was the first time that the court claimed for itself the right of judicial review, the right to determine the constitutionality of an act of Congress. Since the decision did not have to be enforced by the executive branch, the court could not be undermined by its political rivals who now controlled the executive branch. By denying itself the right to issue the writ, the Marshall Court claimed for itself a far greater role- to determine what is constitutional and what is not. The Court under John Marshall asserted its role as a vital third branch of government.

The Marshall Court continued to strengthen the role of the federal government in other cases.

It is not essential for the students to know:

Students do not need to understand anything about the early court of John Jay. Students do not need to know that John Marshall was named Chief Justice of the Supreme Court in 1800 as one of the 'midnight' judges appointed by John Adams and confirmed by the Federalist Congress before the Democratic Republican administration of Thomas Jefferson took over the presidency and the Congress. It is not necessary for students to remember all of the details of the *Marbury* case. However they should hear

them in order to understand the political circumstances and importance of the ruling. They do not need to know the names or details of other Marshall cases, however exposure to them will help students to understand the important role of the Marshall Court in strengthening the federal government over the state governments. For instance, *Dartmouth vs. Woodward* upheld the sanctity of contracts and denied the state of New Hampshire the right to take over Dartmouth College; *McCulloch v. Maryland* upheld the constitutionality of the national bank and denied the state of Maryland the right to tax the national bank; *Gibbons v. Ogden* claimed control of interstate trade for the national government over the claims of both New York and New Jersey; *Worcester v. Georgia* denied the right of the state of Georgia to limit the rights of the individual. Students also do not need to know that the court did not claim the right of judicial review again until the *Dred Scott* case of the 1850s. It is also not necessary for students to know that Jefferson and Madison had claimed the right to decide constitutionality of federal laws for the states in the *Virginia and Kentucky Resolutions* or that John C. Calhoun claimed the right of nullification for the states in his *South Carolina Exposition and Protest*.

Assessment guidelines:

Appropriate assessments would require students be able to **explain** the ruling in *Marbury v. Madison* and the importance of judicial review. Students should also be able to **summarize** the role of the Marshall Court in supporting a strong national government and in continuing this Federalist tradition even after the party had lost control of Congress and the presidency. .

Standard USHC-3: The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

USHC-3.1 Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character. (H, G, E)

Taxonomy Level: 2.2-B Understand/Conceptual Knowledge

Previous/future knowledge:

In 4th grade, students were introduced to westward expansion—including the expeditions of Daniel Boone, Lewis and Clark, and Zebulon Pike (4-5.1) and the motives for expansion, including manifest destiny, trade, and land. (4-5.2). They studied the key territorial acquisitions—including Louisiana and Florida, the Northwest Territory, Texas, and the Mexican Cession, the motives for these acquisitions and the location and features of the land (4-5.3). They were introduced to how territorial expansion affected Native Americans, including Native American resistance (4-5.4). They used a map to see migration and trade patterns, including the Santa Fe and the Oregon trails (4-5.5). They compared the experiences of different groups who settled in the West, including the cooperation and conflict among the different groups and their daily lives (4-5.6). They studied how the institution of slavery was affected by expansion, including the Northwest Ordinance, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision (4-5.7).

It is essential for students to know:

Students must know the **major land acquisitions**, from whom and how these lands were acquired, their location on a map and the order of settlement. **Motivations** for moving west need only be reviewed. This indicator covers the entire 19th century. However the Civil War marked an important turning point in the history of the west because of the 1862 authorization of the transcontinental railroad which, in turn, profoundly impacted Native Americans. Prior to the Civil War, westward movement impacted the relations between the regions as Southerners pushed for expansion of slavery and 'free soilers' demanded that slavery be banned in the territories. **Railroad construction** prior to the Civil War impacted the growing tension between the regions as Northerners and Southerners vied for routes to the Pacific Ocean. The importance of the transcontinental railroad and its impact on the development of a national market and emerging industries will be addressed in USHC 5.1.

Policies that resulted in the **displacement of Native Americans** prior to and after the Civil War were different. Students should be familiar with removal of Native Americans and the Trail of Tears, the reservation policy and assimilation/severalty policy and understand when, how and why these policies were carried out by the United States government.

Westward expansion impacted the **developing American character** by promoting individualism and democracy, particularly the expansion of the vote and the rise of the common man in the Age of Jackson.

It is not essential for students to know:

It is not necessary for students to know the names of the specific treaties or legislation such as Transcontinental Treaty, the Homestead Act, the Pacific Railway Act, or the names or routes of the transcontinental railroads. It is not necessary for students to know the names of specific trails although they should know that different routes led throughout the west. They do not need to know that some African Americans moved west after the Civil War as Exodusters and settled Nicodemus, since the majority of freedmen stayed in the south. This will be addressed in Standard 4.

They do not need to know the role of Andrew Jackson in fighting the Indians, in the Trail of Tears or as the first president from the West and the founder of the “Democratic” Party. They do not need to remember that the Natives Americans resisted removal by appealing to the Supreme Court nor the names of the specific cases of Cherokee Nation v. Georgia and Worcester v. Georgia. Students do not need to memorize the specific names of Native American resisters, the specific name of the Dawes Severalty Act, the role of Helen Hunt Jackson, nor the name of the Carlisle School.

The reference to the developing American character should not be interpreted to mean that students must know Frederick Jackson Turner’s thesis about the impact of the frontier on the American character.

Assessment guidelines:

Appropriate assessments will require students to **explain** the impact of westward expansion on the development of the United States. Students should be able to give **examples** of major land acquisitions and **classify** them as to how they were acquired. They should be able to **summarize** people’s motivations for moving west and the impact of railroad construction on the developing west. Assessments should also ask students to give **examples** of changing policy towards the Native Americans and **summarize** the impact of those policies on the Native Americans. Students should be able to **interpret** maps and graphs and **infer** their relationship to information about the time period. Students should be able to **infer** the significance of these changes for American democracy. Students should be able to **interpret** the impact of westward expansion on national unity.

Standard USHC-3: **The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.**

USHC-3.2 Explain how the Monroe Doctrine and the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War. (H, E, P, G)

Taxonomy Level: 2.2-B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 4th grade, students were introduced to the annexation of Texas, and the Mexican Cession and may have encountered the term Manifest Destiny; however, the concept of Manifest Destiny is sufficiently abstract that students need considerable review (4-5.3).

It is essential for students to know:

The focus of this indicator is on the impact of the Monroe Doctrine and the Mexican War on the relations of the United States **with foreign powers**. Consequently it is important to teach this information with a strong focus on the views that other nations would have of American actions.

Students need to understand the circumstances of the inception of the **Monroe Doctrine** including the roles of the European monarchs and the limited impact of the proclamation on America's role in the world **in the 1800s**. A common misunderstanding is that the Monroe Doctrine was immediately important. The early 19th century wars of liberation in South America ended their mercantilist relationship with Spain. When the monarchs were restored in Europe, they wanted to restore their colonial holdings. Great Britain, however, had established strong trade ties with Latin American that it wanted to protect. It is essential that students understand that American military power was very limited in the early 19th century and the enforcement of the Monroe Doctrine primarily depended on the British navy. The Monroe Doctrine would be used in the late 19th and the early 20th centuries as a basis for US involvement in Latin American affairs by Presidents Roosevelt, Taft and Wilson. This caused much resentment among Latin Americans. This theme should be picked up with USHC 6.4.

“**Manifest Destiny**” was a phrase coined in the 1800s, but was an idea that had predominated American thought since the first settlers -the belief that Americans had a God-given right to all the land of the North American continent. It was based on an ethnocentric confidence that other peoples were less favored by divine providence and should give way before the Americans. Students should understand how the United States obtained the Oregon territory. They should know why many Americans moved into Texas at the invitation of the Mexican government, the conditions for that invitation, why the Texans revolted, how they won the **Texas Revolution**, and that the Mexicans did not recognize Texan independence. They should understand why the annexation of Texas was delayed and the circumstances of its eventual passage, including that Texas was annexed by joint resolution of Congress not by treaty.

Students should understand the point of view of the Mexicans on the hostilities that broke out between the United States and Mexico in 1845, the U.S. offer to buy Mexican territory prior to the war, the circumstances that started the **Mexican War**, the extent of American infiltration into Mexican territory and the terms of the final treaty. Students have difficulty understanding that this was neither American territory nor unclaimed land. It is important for students to understand that the Mexican War established an adversarial relationship between the United States and Mexico that lasted into the 20th century and may still influence resentments exacerbated by the contemporary controversy over illegal immigration.

It is not essential for students to know:

Students do not need to know what the United States' claim to territory on the west coast of the continent was based upon. The explorations of Lewis and Clark, who had ventured to the Pacific Ocean beyond the lands of the Louisiana Purchase, established a claim to the Pacific northwest. The Convention of 1818 with Britain set the northern boundary of the Louisiana Purchase and acknowledged joint claim to the Oregon territory. In the Adams-Onís (Transcontinental) Treaty with Spain in 1819, the US gained Florida and set a boundary with Spanish Mexico that reached the Pacific Ocean. Spanish claim to the Oregon Territory was thus eliminated and US claim strengthened.

Students do not need to know that the Monroe Doctrine was a unilateral proclamation rather than a joint statement with Britain as Britain had suggested. Some historians interpret this to be the second declaration of American independence, although the U.S. was dependent on the British navy to enforce the doctrine.

Students do not need to remember the personalities of the Texas revolution. They do not need to understand all of the details of why the U.S. finally annexed Texas including that the United States was concerned that Great Britain would develop a strong relationship with the Lone Star Republic based on cotton trade and would be a threat to the power of the US and its ability to expand. They need not understand the opposition to the war including the Wilmot Proviso and the start of the 'free soil' movement that gave rise to the Republican Party in the 1850s. They do not need to remember the names of battles or military leaders who fought in the Mexican War, that the "halls of Montezuma" in the Marine anthem refers to the Mexican War or that many officers of the Civil War got their experience in the Mexican War.

Assessment guidelines:

Appropriate assessment will require students to **explain** the impact of the actions of the United States government on United States relations with other nations due to the Monroe Doctrine and Manifest Destiny. Students should be able to **explain** each of these concepts, give **examples** of when and where each was applied, **classify** United States foreign policy as a reflection of either the Monroe Doctrine or Manifest Destiny and **compare** the significance of each on United States foreign policy in the nineteenth century. Students should be able to **interpret** maps and graphs and **infer** their relationship to information about the time period. Students should be able to **interpret** the impact of each policy and **infer** its long term impact on United States foreign policy in the Western Hemisphere.

Standard USHC-3: The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

USHC-3.3 Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West. (E, H, G)

Taxonomy Level: 2.2-B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 4th grade, students compared the industrial North and the agricultural South prior to the Civil War. They were introduced to the geographic characteristics and boundaries of each region, the nature of the economy of each region and the basic way of life in each region (4-6.1). They did not study the variety of economic activities within each region.

In 8th grade, students focused on the agricultural economy of antebellum South Carolina including plantation life, slavery, and the impact of the cotton gin (8-3.1). They studied the impact of key events that led to South Carolina's secession from the Union, including the nullification crisis and John C. Calhoun and the Tariff of 1832 (8-3.2).

In United States history, students were required to summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC 1.1). Students will need to understand the regional differences that affected the civil rights movement and continue to impact voting patterns (USHC 9.5).

It is essential for students to know:

Students must be able to identify on a map the areas that are known as **North, South, the West**. They should understand the moving frontier that defines the West. They should understand how geographic factors starting in the colonial period led to differences between the regions including safe harbors and fast flowing rivers in the North, fertile land for cash crops in the South and abundant **new resources in the West** such as fertile farm land and mineral deposits. The **North developed industry and finance** in part because capital earned through the shipping industry was available for investment as a result of the Embargo of 1807 and the War of 1812 while the South continued to invest in slavery and **agriculture**. The West also remained largely agricultural.

They should understand that economic differences affected and were affected by social differences between the regions, including differences in religion and education as well as differences in the dependence on slavery and immigration as sources of labor. Economic differences contributed to political controversies including controversies over the creation and continuation of the National Bank, economic policies such as the embargo of 1807, the protective tariff, internal improvements and slavery. The precedent-setting rulings of the Marshall Court (USHC 2.7) helped to lay the foundation for economic growth through support for the sanctity of contracts and the National Bank and the federal role in interstate commerce. However, these controversies were not resolved by Supreme Court rulings. They should understand the impact of the Erie Canal and Henry Clay's American System on the economic and political alliance between West and North that the South found threatening. These economic and political differences helped to lay the groundwork for the political controversies of the 1850s that led to secession and war.

It is not essential for students to know:

Students need not know the term Mason-Dixon line nor the location of each state within the North, South or West. They need not understand the changing position of Northern and Southern politicians on the issues, particularly the tariff, that Daniel Webster at first opposed protective tariffs in order to protect the interests of the New England shippers and then changed his position as the North developed their infant industries; or that John C. Calhoun at first supported a protective tariff when he believed that the South might develop an industrial economy but then vehemently denounced it in the *South Carolina Exposition and Protest*. Although students should understand the tariff as an issue they need not understand the specific political and constitutional questions that led to and were exemplified in the Nullification Controversy over the Tariff of 1832, the Force Bill or the compromise that ended it. Although students should understand how the precedent setting rulings of the Marshall Court (USHC 2.7) helped to lay the foundation for economic growth, they need not remember the names of the specific cases such as *Dartmouth v. New Hampshire*, *McCulloch v Maryland*, *Gibbons v Ogden* or their relationship to commerce.

Assessment guidelines:

Appropriate assessments will require students to **compare** the economic development of the North, South and West in the United States. Students should be able to recognize **examples** of those developments, **explain** them, **classify** developments according to region, and **summarize** the development in each region. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. Students should be able to **interpret** the significance of these regional differences and **infer** their impact on American political unity.

Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

USHC-4.1 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights. (H, P, G)

Taxonomy Level: 2B – Understand/Conceptual Knowledge

Previous/future knowledge

In 4th grade, students compared the industrial North and the agricultural South prior to the Civil War (4-6.1). They also summarized the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War (4-6.2).

In the 8th grade, students explained the importance of agriculture during antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin (8-3.1). Students were also asked to draw conclusions about how sectionalism arose from events or circumstances of racial tension, internal population shifts, and political conflicts, especially dealing with the conflicts faced by African-Americans (8-3.3).

It is essential for the students to know:

In order for students to understand why the North and the South fought in the Civil War, they must understand how and why these regions grew increasingly different in the antebellum period. **Social and cultural differences** emerged first during the colonial period based largely on the cultures of the people who settled there. These differences were increased by the economic specialties that resulted from differences in geography of the regions. Finally increased regional pride led to self-interested sectionalism. The development of the West exacerbated the tensions between the North and the South leading eventually to secession and war.

The **North** was affected by the culture of the Puritans who settled New England, the Quakers of Pennsylvania and by the diversity of the populations of commercial centers such as New York City. In New England, towns and cities arose around the Congregational church and as commercial centers. Education was established early by the Puritans of Massachusetts Bay to enable the faithful to read the Bible. Immigrants were attracted to the jobs in growing industries (USHC 3.3) and contributed to the cultural diversity and growing population of the region. There were relatively few slaves in the North and so they did not significantly impact the culture of the region. Northerners supported political issues that promoted their regional interests such as high tariffs and a national bank (USHC 3.3).

The culture of the **South** was strongly influenced by its colonial beginnings and its economy. Large plantations produced a privileged class that dominated the government, society and culture. However, contrary to popular myth, the majority of Southerners in the antebellum period lived on family farms and did not own slaves. The South developed fewer large towns and cities because navigable rivers brought ships close to the fields. The wealthy educated their children privately, did not provide public education for poor whites and outlawed teaching slaves to read or write. The region did not attract as many immigrants because there were few jobs in industry. Because of the large slave population and significant numbers of free blacks, African Americans contributed substantially to culture and society in the South. Southerners supported political issues that promoted their regional interests such as low tariffs, and the spread of slavery to the territories (USHC 3.3).

The **West** developed as settlers moved into the region and carried their cultural values with them. Settlers in the old Northwest reflected the values of New England while the southern states influenced the culture of states such as Kentucky, Alabama, Mississippi, and Texas. Manifest Destiny strengthened the strong individualism that naturally arose among those settling the West. Westerners supported political issues that promoted their interests such as cheap land, internal improvements and uncontrolled banking (USHC 3.3).

African Americans lived in all regions of the country. Although the Northern states had begun to emancipate their slaves right after the Declaration of Independence, some northern states continued to have slaves into the 1830s. Slavery was prohibited in the old Northwest by the Northwest Ordinance. Although free blacks lived in the North, they could not exercise the same rights as whites. In the North, African Americans were purposefully disenfranchised by law at the same time that universal manhood suffrage was established. They were often the last hired and the first fired and did the jobs that were least attractive. De facto segregation was practiced throughout the North. Most African Americans living in the South were slaves. The conditions of their lives depended in large part on where they lived and the benevolence of their masters. Those freedmen who lived in the South lived mostly in the cities where they could find work as artisans. Although their job opportunities were better than blacks in the North because many of them had skills that were in high demand, they too were not granted civil or political rights.

The religious revival movement [the Great Awakening] of the early 1800s was national in scope and contributed to the development of **reform movements** that further divided the nation. The **abolitionist movement** first developed among Quakers who believed that everyone, even slaves, had an inner light. Abolitionists included African-Americans such as Nat Turner, Frederick Douglass, and Harriet Tubman and whites such as William Lloyd Garrison, the Grimke sisters, Harriet Beecher Stowe and John Brown who engaged in a variety of protest activities. They published newspapers and organized anti-slavery conventions, wrote books and helped slaves escape on the Underground Railroad. And they led rebellions. Such activities led to a strengthening of the resolve of slave owners to justify their culture and further divided the nation. Southerners argued that slavery was a ‘positive good’ because slaves were better off than industrial workers in the North. It is important to note that most northerners were not abolitionists and that even some abolitionists did not believe that freed slaves should have equal rights. The abolitionist movement split over the issue of whether or not to engage in the political process and whether or not to recognize the rights of women to speak in public against slavery. Abolition was not effective until the controversy over western expansion led to political confrontation.

The women’s rights movement was active in the North and tied to the abolitionist movement. Elizabeth Cady Stanton and Lucretia Mott, organizers of the Seneca Falls (New York) Convention in 1848 which called for **women’s rights**, met and determined to advocate for women’s rights when they were denied the right to participate at an abolitionist convention. However there were many other issues that caused women to protest their second class citizenship including their limited access to education and the rights to own and control property and to obtain a divorce.

It is not essential for the students to know:

The specific ideals of the American Renaissance, transcendentalists or the Utopian movements and reforms in education, prisons and mental hospitals and the temperance movement are not essential. Although it is helpful, it is not essential that students know that it was the Irish and Germans who immigrated to the northern parts of the United States beginning in the 1840s. They do not need to remember the names of particular newspapers or books that were published as part of the abolitionist movement. They do not need to remember other important women of the period such as Elizabeth Blackwell or other abolitionists such as Elijah Lovejoy and Theodore Dwight Weld.

Assessment guidelines:

Appropriate assessments will require students to **compare** the social and cultural characteristics of the North, the South, and the West during the antebellum period. They should be able to **summarize** the impact of slavery on the lives of African Americans and **compare** the lives of African Americans living in the North and in the South, both free and slave. They should be able to **explain** the relationship between abolitionism and women's rights and the extent to which these movements were successful in the antebellum period. They should be able to **interpret** maps, graphs, charts and political cartoons to infer their relationship to information about the time period.

Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America. (H, P)

Taxonomy Level: 2B – Understand/Conceptual Knowledge

Previous/future knowledge:

In the 4th grade, the students were introduced to how specific events and issues led to the Civil War including the sectionalism fueled by issues of slavery in the territories, states' rights, the election of 1860, and secession (4-6.3). They also summarized the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison (4-6.2).

In the 8th grade, students explained the impact of key events leading to South Carolina's secession from the Union, the relationship of the nullification crisis, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflicts, the *Dred Scott* decision, the growth of the abolitionist movement, and the election of 1860 to the onset of the Civil War (8-3.2). They also compared the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarized the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union (8-3.4).

It is essential for the students to know:

Students need to understand the role of westward expansion in relation to the expansion of slavery through the Missouri Compromise; the Mexican War and the Wilmot Proviso; the Compromise of 1850, popular sovereignty, and the Kansas-Nebraska Act, and the *Dred Scott* decision. These issues each exacerbated the division of the regions and the struggle to maintain the balance of **power between slave and free states** in the Senate.

Although the **abolitionist movement** kept the issue of slavery at the forefront of national conversation abolitionists did not significantly impact the actions of the national government. The numerous petitions that abolitionists sent to Congress fell victim to the 'gag rule.' Abolitionist candidates running under the banner of the Liberty Party did not win office. However, abolitionists did impact the sentiments of the people in both the North and the South. The publication of Garrison's *The Liberator* was banned in the South and shows the fear that such publications struck in that region. It is important for students to understand most northerners were not abolitionists. Indeed, abolitionists were not popular in the North. Abolitionists helped some slaves to escape to the North on the Underground Railroad. However, the numbers of escaped slaves were relatively small, especially in the deep South because of distance to free land. Harriet Beecher Stowe was successful as an abolitionist because her book *Uncle Tom's Cabin* reached many Northern readers and evoked popular sympathy for slaves and anger over the Fugitive Slave Laws. The abolitionist John Brown was the most infamous abolitionist. His actions at Harpers' Ferry struck fear in the hearts of slave owners and made them both determined to protect slavery and very fearful of the intentions of northerners. He was hailed as a martyr by vocal Northern abolitionists leading Southerners to believe the feeling was generalized in the North and thus further divided the North and the South. The actions of abolitionists and the controversy over the spread of slavery to the territories eventually led to secession, war, and, ultimately, abolition.

It was the free soil idea that proved most successful because it was the position of the **Republican Party** on the issue of slavery in the territories. Representative Wilmot's proposal that all territory taken in the Mexican War remain "free soil," was passed by the House of Representatives, but it did not get through the Senate and underscored the importance to the South of maintaining the balance of slave and free states. It is important to understand that the idea of free soil is not abolitionism. It means that whites did not want to compete with slave labor in the territories. The Free Soil Party was founded to limit the expansion of slavery into the territories. After the passage of the Kansas-Nebraska Act, the conflict that arose in "Bleeding Kansas" violated the democratic concept of popular sovereignty. So the Liberty Party, the "Free Soilers" and some members of the Whig Party formed the Republican Party, advocating the idea of free soil. It is essential that students understand that the Republicans and their candidate in 1860, Abraham Lincoln, were NOT abolitionists. The Republicans advocated that slavery should not be extended into the territories (free soil), but not abolition. This is a common misunderstanding. Lincoln's 1860 election as a champion of the free soil idea is due in part to the reaction to the *Dred Scott* decision. The Supreme Court decision was that the Missouri Compromise was unconstitutional because slaves were property and therefore could not be denied to slave owners regardless of where they took their slaves. This ruling led Northerners to fear that state laws and popular sovereignty would not be effective in restricting the spread of slavery.

Lincoln's election in 1860 led southern states to meet in convention and pass articles of secession stating that their rights as states were being violated by the federal government. The **conflicting views of states' rights and federal authority** had been evolving in the United States since the ratification of the Constitution and the development of the first political parties (USHC 2.6). However, all of these previous disagreements had been successfully resolved. It was the disagreement over expanding slavery into the territories that led southerners to argue that their rights as states were being violated by the federal government. They believed that the federal government under the leadership of President Lincoln would not allow slavery to expand into the territories. Thus, the balance of power in the Senate would be upset and the Congress would eventually vote to abolish slavery. So they formed the **Confederate States of America** and began to occupy the federal forts that were located in the South.

It is not essential for the students to know:

Students do not need to understand all of the arguments over states' rights that preceded the secession in 1860 such as the controversies between the political parties in the late 18th century or the nullification crisis. They do not need to know that the states' rights argument started with the disagreements between Hamilton and Jefferson that led to the emergence of the political parties and continued with the Alien and Sedition Acts and the Virginia and Kentucky resolutions and the controversy over the tariff that led to Calhoun's writing of the *South Carolina Exposition and Protest* and the nullification crisis. Although students need to know about "bleeding Kansas," they do not need to know about the conflicting constitutions in Kansas, the Lincoln Douglas debates, or the Freeport Doctrine. They do not need to know that the Democratic Party split in 1860 as a result of Douglas's Freeport Doctrine or that there were four candidates in 1860. They do not need to know the arguments made in the various articles of secession nor do they need to remember the counter arguments made by Lincoln in his First Inaugural Address.

Assessment guidelines:

Appropriate assessments will require students to **explain** the political events and issues that divided the nation and how they led to civil war. They should be able to **summarize** the compromises reached to maintain the balance of free and slave states and **evaluate** the successes and failures of the abolitionist movement. They should be able to **explain** the free soil position of the Republican Party and their candidate, Abraham Lincoln. They should be able to **compare** the conflicting views on states' rights and federal authority that led to the formation of the Confederate States of America. They should be able to

interpret maps, graphs, charts and political cartoons to **infer** their relationship to information about the time period.

Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

USHC - 4.3 Outline the course and outcome of the Civil War, including the role of African American military units; impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy. (H, G ,E, P)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In the 4th grade students summarized significant key battles, strategies, and turning points of the Civil War. They also summarized the role of African Americans in the War (4-6.4). Students compared the roles and accomplishments of key figures of the Civil War including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee (4-6.5). They explained the impact of the Civil War on the nation including its effects on the physical environment and on the people—soldiers, women, African Americans, and the civilian population of the nation as a whole (4.6).

In the 8th grade, students compared the military strategies of the North and South with regard to specific events and geographic locations in South Carolina (8-3.5). They also compared the effects of the Civil War on daily life in South Carolina and on various groups of people (8-3.5).

It is essential for the students to know:

The **course and outcome** of the Civil War depended upon the economic resources of the North and the South, the geographic factors that influenced strategy and the military and political leadership that influenced public support.

The Union had far greater **economic** resources including industrial capacity, miles of railroad tracks, manpower and a navy. The South depended on the power of cotton and their trading relationship with Great Britain to provide the manufactured goods and ships that they lacked. However the Union's strategy to blockade southern ports effectively disrupted this trade throughout the war. The North's offensive strategy was based on geography and included splitting the South at the Mississippi River and taking the capitol at Richmond [Anaconda Plan]. The South's strategy was mainly to defend their region until the North tired of the war effort and quit. Confederate forces invaded the North twice in an effort to gain foreign support and hasten the end of the war but were repulsed at Antietam and defeated at Gettysburg. Initially the South enjoyed advantages in both military leadership and **geography**. They were able to effectively move their men and materiel via railroads between battle fronts in the east and the west under the effective leadership of Robert E. Lee. Southerners were also more familiar with their home terrain.

The North, however, had the advantage in **political leadership**. Jefferson Davis, the Confederate president defending the states' rights argument, was not able to get the states of the Confederacy to effectively work together to pursue the war effort. Abraham Lincoln was able to articulate the purpose of the war as the preservation of the Union and democracy and to retain sufficient public support to continue the fight despite initial military defeats.

Lincoln also demonstrated his political skills by his handling of the issue of emancipation of the slaves. Lincoln initially hesitated to free the slaves because he feared this would undermine the unity of the North. When emancipation was announced, it was promoted as a 'military measure' against the South. However, the **Emancipation Proclamation** was a diplomatic and political document. By making a goal

of the war the liberation of slaves, Lincoln made it impossible for the British, whose population was strongly opposed to slavery, to continue to support the Southern war effort. By announcing his intention to issue the Emancipation Proclamation in the fall and not making it effective until the first of the year, Lincoln gave the South a last chance to make peace and keep their slaves. It is important for students to understand that the Emancipation Proclamation did not immediately free the slaves. It did not attempt to free slaves in the regions under Union control or in the border states, those slaves states that did not secede from the Union. Only states in rebellion on January 1, 1863 were commanded to free their slaves and Confederates were not likely to obey the President of the United States. Slaves were then freed as their homeland was captured by Union forces or as they fled to Union lines. Finally, freedom for all slaves was formally legalized by the Thirteenth Amendment at the end of the war. The Emancipation Proclamation allowed **African Americans** to enlist in the United States army as a war measure. With the help of abolitionists, several African American units were formed, most notably the 54th Massachusetts regiment. African American soldiers served with distinction. However, they served in segregated units under the command of white officers. They were poorly supplied and paid less than their white counterparts.

President Lincoln effectively exercised his power as commander in chief and eventually found the right general to win the war. Lincoln was frustrated by his generals until he named Ulysses S. Grant, who had been successful at Vicksburg in cutting the South in half at the Mississippi River, as commander of northern forces. Grant changed the strategy to 'total war'. William Tecumseh Sherman's 'March to the Sea' and Grant's unrelenting attacks and siege at Petersburg strained the dwindling economic resources and manpower of the South and brought surrender at Appomattox Courthouse. Students should know the significance of battles at Fort Sumter, Bull Run/Manassas, Antietam, Vicksburg, Gettysburg and Atlanta.

It is not essential for the students to know:

Students do not need to know about the battles of the Civil War except for those listed above. They do not need to know or the names of the generals, except for Lee, Grant and Sherman. They do not need to know about the military innovations of the war such as the emergence of the ironclads, the use of the submarine, the impact of the rifle or the siege. They do not need to study the role women in the war or life on the home front or the conditions of hospitals and the changes in medicine.

Assessment guidelines:

Appropriate assessments will require students to **explain** the course and outcome of the Civil War and the role of African American military units. They should be able to **summarize** the impact of the Emancipation Proclamation on the course of the war and on the lives of African Americans. They should be able to **identify** the geographic, political, and economic factors involved in the defeat of the Confederacy. Students should be able to **interpret** maps, graphs, charts and political cartoons to **infer** their relationship to information about the time period.

Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

USHC-4.4 Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (H, P)

Taxonomy Level: 2B Understand/Conceptual Knowledge

Previous/future knowledge:

In the 5th grade students summarized the aims of Reconstruction and explained the effects of Abraham Lincoln's assassination on the course of Reconstruction (5-1.1). They also summarized the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities (5-1.2). They compared the economic and social effects of Reconstruction on different populations (5.14) and explained the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States (5-4.5).

In the 8th grade, students explained the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South (8-4.1). Also they summarized Reconstruction in South Carolina and its effects on daily life in South Carolina (8-4.2). Students also summarized the successes and failures that occurred in South Carolina during Reconstruction (8-4.5).

It is essential for the students to know:

The Reconstruction policies of the federal government significantly impacted society in the South after the Civil War. President Lincoln's plan to return the South to full participation in the Union was formulated before the end of the fighting. By requiring that only 10% of the population swear allegiance to the Union before they could reconstitute their state governments and send representatives to Congress, Lincoln hoped to convince southern states to surrender. He required state governments to recognize the end of slavery. Lincoln's assassination did not significantly change this Presidential Reconstruction plan. Although President Andrew Johnson added that wealthy southerners and leaders of the Confederacy had to request a pardon of the president, he basically continued Lincoln's lenient policy and quickly pardoned most of the prominent southerners.

It was the passage of the Black Codes by southern states, the election of former Confederates to Congress, violence against the freedmen and President Johnson's opposition to Congressional efforts to secure the rights of the freedmen by his veto of the Freedman's Bureau and his opposition to the 14th Amendment that significantly changed the course of Reconstruction policy. In an effort to protect the rights of freedmen and the outcome of the war, Congress refused to admit returning Southern officials to Congress. A Congressional Reconstruction plan was passed by the so-called "Radical Republicans" who won control of Congress in the 1866 elections. This plan split the former Confederacy into five military districts. Congress impeached Johnson to ensure that as commander in chief he could not undermine its efforts. Although he was not removed from office, Johnson's power was curtailed. The Union army attempted to enforce the 13th, 14th and 15th amendments.

The **13th Amendment** freed slaves throughout the United States. Recognition of this amendment was required of southern states before they could form new governments. However, the Black Codes demonstrated that southerners were not willing to recognize the rights of the newly freed slaves. The **14th Amendment** overturned the *Dred Scott* decision by recognizing the citizenship of African Americans; it

upheld the right of all citizens to “equal protection” before the laws and “due process” of law. The **15th Amendment** was passed to ensure that the right to vote of all male citizens, in the North as well as in the South, would not be denied based on “race, creed or previous condition of servitude” and was motivated in part by the desire of the Republican Party to establish its political power in the South. Federal troops stationed in the South attempted to ensure that these rights were protected despite the terrorist tactics of the Ku Klux Klan and other vigilante groups.

As a result of the rights granted through these amendments and protected by the army, there were temporary **political effects** on the South. Freedmen were able to exercise the right to vote and elected African Americans to state legislatures and to Congress. Most southern governments were not dominated by freedmen, however they were in the hands of a sympathetic Republican Party. Some of these Republicans came from the North as missionaries and entrepreneurs and were derisively called ‘carpetbaggers’ by southern whites. Others were southern-born ‘scalawags’ who wanted to promote the rebuilding of the South in cooperation with the Reconstruction governments. It is important for students to understand that these terms are those applied by the southerners who resented such cooperation. Like their counterparts in the North, southern state governments were often corrupt but were the *most* democratic governments that the south had ever had. African Americans were elected to the House of Representatives and the Senate, representing southern states, but no African American was ever elected governor.

Although freedom brought significant **social change** for African Americans initially there was little change for the white population. Social classes remained fairly stable despite the loss of economic status by the planter elite. States passed laws that began public education. Schools, however, were segregated.

Reconstruction had little **economic impact** on the South. The economy continued to rest on agriculture and cotton, but now depended on sharecropping rather than slave labor. The national government did not see its role as taking an active hand in managing the economy until the 20th century and so the national government did not rebuild the war-torn region economically. The South remained in a state of economic depression well into the 20th century.

The resolve of Congress to protect the freedman waned in the face of continuing resistance of southerners to granting equal citizenship to African Americans as well as other issues including the corruption of the Grant administration and economic depression in the North. The disputed election of 1876 led to the compromise of 1877 and the withdrawal of federal troops from the South. The effect of Reconstruction was temporary and African Americans were left to fend for themselves in a hostile environment.

It is not essential for the students to know:

Although students should understand the conflict between the president and Congress over who should control Reconstruction, it is not necessary that they know the details of the Wade Davis Bill or Lincoln’s pocket veto. They do not need to understand that Johnson’s hatred of the planter class was the motivation behind his requirement that wealthy southerners seek a presidential pardon, nor that he was a racist. They do not need to know that the Republican Congress got a veto-proof majority in the elections of 1866 and took this as a mandate for further actions to protect the freedman. They do not need to know the details of Johnson’s impeachment including the Tenure of Office Act or his firing of Secretary of War Stanton. Students do not need to know about the role of the Supreme Court in the Reconstruction controversies or the cases of *Ex parte Milligan* or *Texas v White*. Students do not need to know about the amnesty acts, force bills or the process of ‘redemption’ by white southerners of their state governments. Students do not need to remember the details of the disputed election of 1876 or the Compromise of 1877.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the political, social and economic effects of Reconstruction on the southern states. They should be able to **compare** the presidential and congressional plans for Reconstruction and **explain** the reasons for the differences. They should be able to **identify** the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments and **explain** the limitations of these amendments in that era. Students should be able to **interpret** maps, graphs, charts, illustrations and political cartoons to **infer** their relationship to information about the time period.

Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

USHC-4.5 Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation. (H, E, G, P)

Taxonomy Level: 2B Understand/Conceptual Knowledge

Previous/future knowledge

In the 5th grade, students explained the effects of Reconstruction on African-Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen's Bureau (5-1.3). They compared the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping (5-1.4). They explained the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States (5-1.5).

In the 8th grade, students summarized the events and the process that led to the ratification of South Carolina's constitution of 1868 and its provisions that effected various groups within the Southern society (8-4.3). Students also explained how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made (8-8.4).

It is essential for the students to know:

The passage of the Black Codes in 1865 restricted the rights of African Americans. However, these codes were overturned by Congressional Reconstruction. **African Americans** made significant social and political progress during Reconstruction, but they made little economic progress. After Reconstruction ended these political and social gains were severely limited by laws passed in the 1890s.

At the end of the war, many freedmen left the plantation looking for relatives sold down the river or seeking a taste of freedom. Some black families were reunited. Most soon returned to the area that they knew best, their former plantations. It is a common misconception that former slaves left the plantation and the South as soon as they had the opportunity. After the Civil War, some African American moved to the West, such as the Exodusters who went to Kansas, however, most freedmen stayed in the South. The Great Migration to the North did not occur until the late 1800s and early 1900s. African Americans also formed their own churches where they were free to worship as they wished.

Under the auspices of **the Freedman's Bureau**, freed slaves were initially given provisions and protection from their former masters. The Bureau helped to negotiate labor contracts between former slaves and landowners and provided a system of courts to protect the rights of the freedmen from the Black Codes. Most importantly the Freedman's Bureau established schools that had a lasting impact on the quality of the lives of freedmen who were hungry for **education**. Black colleges were also established by northern philanthropists and Booker T. Washington established the Tuskegee Institute. For a very *short* while the Freedman's Bureau distributed parcels of confiscated land to former slaves. This land was returned to their previous white owners once southerners were pardoned, however. Therefore, promises of "forty acres and a mule" went unfulfilled.

Without land, freedmen who knew only agriculture had little opportunity to support their families. White landowners and former slaves entered into sharecropping agreements. Although freedmen moved out of the quarters to plots of land far from the big house, sharecropping and the crop lien system left former slaves in a position of economic dependence and destitution, especially as the price of cotton fell.

After the passage of the 15th Amendment, African-Americans were able to vote and served both in the United States Congress and in their local state legislatures. Most southern governments were not dominated by freedmen. However, they were in the hands of a sympathetic Republican Party. **Anti-African American factions** such as the Ku Klux Klan were organized to intimidate black voters. African Americans were able to continue to vote only with the protection of federal troops stationed in the South. When white voters were pardoned and returned to lead or ‘redeem’ southern governments, black office holders were gradually replaced. The election of 1876 and the Compromise of 1877 removed military protection for the political rights of the freedman and brought an end to Reconstruction.

In the two decades after the end of Reconstruction, the rights promised to the African American in the 14th and 15th Amendments were rescinded by southern state governments. Southern whites used race to drive a political wedge between poor black farmers and poor white farmers when farmers protested for change in the 1890s (USHC 5.3). Segregation through the Jim Crow laws, upheld by the Supreme Court in *Plessy v. Ferguson* (1896), severely restricted the implementation of the equal protection provisions of the 14th Amendment. Poll taxes and literacy tests limited the effectiveness of the 15th Amendment for African Americans, while the grandfather clause assured that whites who could not read or pay the tax were able to vote.

It is not essential for the students to know:

Students do not need to know about the specific post war experiments at land distribution or that such economic changes might have given African Americans a greater political voice and opportunity to protect themselves after the end of Reconstruction. Students do not need to know the details of the emergence of the Jim Crow laws as a result of political changes in the 1890s associated with the Populist movement or the details of the efforts of Homer Plessy to challenge Jim Crow. They do not need to know that African Americans continued to face economic discrimination when southern textile mills opened in the late 1800s and they were not hired. For this indicator, students do not need to know about the efforts of George Washington Carver to develop other crops for the southern farmer or Booker T. Washington’s Atlanta Compromise speech in which he asked for economic opportunity in exchange for compliance with social separation as this will be addressed in USHC 5.7.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the progress made by African Americans during Reconstruction in educational, economic and political opportunity. They should be able to **explain** the role of the Freedman’s Bureau. They should be able to **explain** the cause and effect of the sharecropping and crop lien systems on the economic opportunity of African Americans and on the economy of the South. They should be able to **explain** the role of the Ku Klux Klan in limiting the rights of freedmen during Reconstruction. Students should be able to **compare** the rights of African Americans during Reconstruction with the rights they were able to exercise after the imposition of Jim Crow laws and restrictions on voting. Students should be able to **interpret** maps, graphs, charts, illustrations, photographs and political cartoons to **infer** their relationship to information about the time period.

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

USHC-5.1 Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living. (E, H)

Taxonomy Level: 2.2 B Understanding/Comprehension

Previous knowledge and future knowledge:

In 5th grade, students were introduced to the Industrial Revolution in the United States. Emphasis was placed on new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone (5-3.1). They studied prominent inventors and scientists including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein (5-3.2).

In the 7th grade, students were introduced to the causes and course of the Industrial Revolution in Europe, Japan, and the United States, including the reasons that England was the first nation to industrialize, the impact of the growth of population and the rural-to-urban migration, the changes in the organization of work and labor, and the development of socialism (7-3.4). In 8th grade South Carolina history they studied the struggling industrial development of the state (8-5.1) and the changes that occurred in South Carolina textile industry during the late nineteenth century (8-5.3).

In 12th grade Economics, students will explain economic growth today and in the future. Understanding the factors that prompted economic growth in the late 19th century will lay a foundation for this understanding. Understanding the role of Rockefeller and Carnegie as entrepreneurs will enable students to explain the role of entrepreneurs in a market economy, including the costs and benefits of being an entrepreneur, the expectation of profit as the incentive for entrepreneurs to accept business risks, and the effect of changes in taxation and government regulation on entrepreneurial decisions (ECON-3.2). Understanding the increasing availability of consumer goods and its relationship to the rising standard of living in the nineteenth century will help students be able to explain the causes and effects of economic growth (ECON-3.3). Students will learn about the four key factors of production – land, labor, capital and entrepreneurship in Economics in 12th grade (ECON-1.3). Exposure to them in USHC 5.1 and USHC 5.2 will lay a foundation in specific historical content. They will also study the various functions and roles of the government in the United States economy, including regulating markets, maintaining and promoting competition in the market, protecting consumers' rights, and redistributing income (ECON-6.1). An introduction to why these roles are seen as an important function of the United States government because of the historical problems raised by monopoly in the 19th century will prepare students to better understand them in the 12th grade.

It is essential for students to know:

The **rise of corporations** should *not* be misunderstood to mean that corporations first came into being during the post-Civil War period. Joint stock companies that invested in settlement were early corporations. Corporations were used in the pre-Civil War period as a means of raising enough capital through the sale of stock to invest in large scale business ventures. The corporation however did “rise” in the late nineteenth century in the sense that they became more powerful as they grew through **monopoly**

and corporate mergers and therefore had a greater influence on the economy, politics and government policy.

Factors of production that contribute to economic growth are land, labor, capital, technology and entrepreneurship. This indicator addresses technology and entrepreneurship. Indicator 5.2 addresses land, labor and government actions. Indicator 5.2 could be addressed before Indicator 5.1 since it suggests a bridge from the pre-Civil War period by focusing on the government actions that promoted economic growth such as subsidies for railroad and free land.

New industries rose to prominence in the period. The railroad was the economic engine that drove the economy. The establishment of several transcontinental routes in the period after the Civil War helped to unite the country and promote economic growth and the development of a national market. The industry's need for steel rails, wooden railroad ties and railroad cars and its ability to transport goods contributed to the growth of the steel, the lumber, the meat packing, and the coal industries. The railroad brought new settlers through aggressive advertising and land sales and provided farmers' access to markets. New towns grew along its routes and older ones were able to specialize in particular products. Competition caused some railroads to be forced to merge with others to survive. When the cut-throat competition drove some railroad companies into bankruptcy the national economy was thrown into depression.

Entrepreneurs used new technologies and new business tactics to create large corporations that controlled their industry. The Bessemer process and astute business practices prompted the ascendancy of **Andrew Carnegie** to control of the steel industry through a vertical integration of his business that gave him a monopoly. Carnegie controlled the steel industry from the mining of iron ore and coal to the steel mill. **John D. Rockefeller** used a variety of tactics in his struggle against the competition for control of the oil industry. He forced railroads to give him kickbacks and rebates that hurt his competitors. He controlled retail outlets and forced them not to sell the products of his competitors. He undersold the market until he drove his competition out and then increased the price of oil. He initiated the business device known as the trust to gain control of the oil refining industry through a horizontal integration. When the trust was limited by the Sherman Anti-Trust Act, he turned to the holding company to continue his monopoly. Whether the business leaders in this period should be labeled robber barons or captains of industry can be debated. It is important for students to understand that unfettered competition led to economic uncertainty and eventually to a public call for government regulation of industry that was answered with the Sherman Anti-Trust Act.

Captains of industry justified their sometime-use of cut-throat practices with the **ideologies** of Social Darwinism and *laissez faire* capitalism. However they also advocated government protection of the rights of management against labor and called for high tariffs to protect their monopolies. Popular literature such as the Horatio Alger stories of "rags to riches" success provided support for the myth that anyone could make it if they worked hard enough. Carnegie improved his public image with his advocacy of the Gospel of Wealth and gave away millions to libraries and universities

Despite the higher prices that monopolies were able to charge for their product, the period ushered in a **rise in the standard of living** and many **new consumer products** for many Americans. The harnessing of electricity and the invention of the typewriter and the telephone provided new opportunities for women in the workplace and new conveniences in the home. Deflation and mass production lowered the price of goods. Although mass production was in use in this time period, the assembly line was not introduced until 1913 by Henry Ford. This is a common confusion that should be avoided.

It is not essential for students to know

It is not necessary for students to know about the impact of the railroad on standardization of time, the routes or the names of the specific railroads that crossed the continent nor the exact date of completion of the first transcontinental route. They do not need to know that the depressions of the late nineteenth century took place in 1873, 1884 and 1893. They need not remember all of the industries that developed monopolies such as the Lumber Trust, the Coal Trust, the Sugar Trust, the Meat Packing Trust etc.

They need not remember the court cases that undermined the impact of the Sherman Anti-Trust Act such as *E.C. Knight* or the failure of the great majority of the cases brought by the government against the monopolies in the 1890s. They need not know the advantages of incorporation: permanence, person, protection from liability, nor that the monopolies defended themselves in court under the provisions of the 14th amendment that guaranteed to any legal person the right to due process. While African- Americans were losing cases [*Plessy v Ferguson*] based on the 14th amendment that was originally designed to protect them, corporations were taking advantage of their status as a legal person to utilize an amendment not written for them and winning their cases. They need not know the background of the application of Charles Darwin's ideas of natural selection in the *Origin of Species* to society such as the names of Herbert Spenser and William Graham Sumner.

Assessment guidelines:

Appropriate assessments will require students' to **summarize** the development of the new industrial organizations of the late nineteenth century. Students should be able to **explain** how businesses grew and **compare** the roles and strategies of Rockefeller and Carnegie. Assessments may also ask students to **interpret** the various business ideologies and **infer** their impact on the growth of business. Students should be able to **explain** the availability of consumer goods and the rising standard of living, **compare** its impact on various members of the society and **infer** its impact on the overall health of the economy. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period.

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

USHC-5.2 Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization. (E, G, H, P)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous knowledge and future knowledge:

This is the first time that student will be introduced to the importance of the role of the United States government in promoting economic growth.

In 12th grade Economics, students will learn about the four key factors of production – land, labor, capital and entrepreneurship (ECON-1.3). Exposure in USHC 5.1 and 5.2 will lay a foundation in specific historical content. They will also study the various functions and roles of the government in the United States economy, including defining and enforcing property rights, regulating markets, maintaining and promoting competition in the market, protecting consumers’ rights, and redistributing income (ECON-6.1). Introduction to these concepts in United States History will help to give students the background necessary to better understand them in the 12th grade.

It is essential for students to know

Students should understand the reasons for the significant **industrial growth** of the late 19th century. However, they should also understand that this growth started in the first half of the century. It was fostered by both government actions and changes in each of the factors of production. **Factors** of production that contribute to economic growth are land, labor, capital, technology, and entrepreneurship. This indicator addresses land, labor and government actions. USHC 5.1 addresses technology and entrepreneurship. It is important to emphasize the role of government in providing the environment in which entrepreneurs could be successful. It is a common misunderstanding that government impedes economic growth and that American individualism was sufficient to promote America’s emergence as an industrial power in the late 19th century. Therefore, teachers might consider teaching USHC 5.2 before teaching USHC 5.1.

This would be a good time to review what the government had done prior to the Civil War to foster economic growth. Expansion to the West promoted by government actions through purchase, treaties and war (USHC-3.1) opened up a vast region rich in **natural resources**. Students should be able to list a variety of ways that this land was used to provide resources for industry. The government was also instrumental in removing or controlling the Native Americans who threatened to impede access to these resources (USHC-3.1). Open immigration policies made available a vast pool of workers. The growth of business was supported by court decisions that upheld the sanctity of contracts and patent laws that protected the rights of the inventor. The national government regulated interstate commerce (USHC-2.7) and protected infant industries with a protective tariff (USHC-3.3). Pre-Civil War technological changes such as the invention of the steam engine and its application to the steamboat, oil drilling and the railroad should also be reviewed.

Policies to foster economic growth were promoted by the Republican Party during and after the Civil War. During the war, Congress passed laws which stimulated westward expansion by offering **subsidies**

to railroads and free land to settlers. The reorganization of banking during the Civil War also fostered a more secure financial climate. War contracts further stimulated the economy.

In the postwar period, the United States government provided protection for settlers in the West against the Native Americans. **Labor policies** also promoted the interests of business. The government generally promoted open immigration that supplied a ready force of workers. The Chinese Exclusion Act was passed after the completion of the railroad when workers were no longer desired.. As workers began to organize into unions and strike to protect their interests, the government took the side of management and sent federal troops to break up strikes and to jail strikers (USHC 5-4). **Tariffs** were raised throughout the period to protect industry from foreign competition. These actions supported the interests of Big Business rather than the workers whose wages were depressed by the supply of unskilled immigrant workers and whose organization into labor unions was undermined. High tariffs did protect the jobs of workers. However, protective tariffs did not support the interests of consumers because prices of goods were kept artificially high.

The national government supported the **expansion of international markets** through foreign policy initiatives that expanded United States' territorial influence, that protected American investments abroad and that promoted open trade (USHC 6).

It is not essential for students to know

It is not essential for students to be able to list the factors of production; however, they are a convenient way for students to understand the variety of factors that influenced economic growth and how they particularly changed during the latter half of the 19th century. Although students should understand the influence of laws, they do not need to remember the names of the laws that supported economic growth such as the Homestead Act and the Pacific Railway Act, nor how the subsidies of the railroad worked by granting land for routes and sales in checkerboard patterns. They need not know about the Foran Act, which limited the immigration of workers who were already contracted to employers. They need not know the names of the different tariff acts such as the McKinley Tariff and the Wilson Gorman Tariff, or the differing positions of the Republican and Democratic parties on the issue of the tariff.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the factors that influenced economic growth and particularly the role of the United States government in promoting economic growth. Students should be able to **classify** and give **examples** of the factors as well as the policies of the United States government. They should be able to **explain** each government policy, **interpret** the significance of each and **infer** its impact on economic growth. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period.

Standard USHC-5: **The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.**

USHC-5.3 Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement. (H, E, P)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/future knowledge:

In 8th grade, students were introduced to the problems of the farmers of South Carolina. They studied key aspects of the Populist movement in South Carolina, including the economic and political roots of Populism, the leadership of Benjamin Tillman, conflicts between the Tillmanites and the Conservatives, the founding of land-grant colleges, and the increased racial conflicts and lynching (8-5.2).

In Economics, students will further explore the dynamics of supply, demand and price for which the farmers' dilemma establishes important background (ECON-2). They will study the roles and relationships among banks and businesses and consumers (ECON 5.2), the role of the money supply (ECON 7.2) and the roles of government in the U.S. economy (ECON 6.1).

In United States Government, students will further explore the relationship between the national and state government powers that is illustrated in the issue of railroad regulation (USG-3.1), the role of political parties in shaping public policy (USG-3.4) and in the election process (USG-3.5) illustrated by the Populist Party and the election of 1896. Students will study the political and economic rights of American citizens and civic responsibility in maintaining a democracy (USG-5).

It is essential for students to know

In order to understand the economic problems of the farmer in the 19th century, students must understand supply and demand. As a result of the introduction of the steel plow, the **mechanization** of the reaper and the availability of land in the West, American farmers produced an abundance of crops. Despite the growing urban population, supply exceeded demand and the price that farmers were able to get for their crops fell throughout the period. Farmers were unable to make payments on the loans that they had taken out to purchase land and equipment. Farmers first responded to this problem as individuals by planting more so that they could make more profit. However, the more farmers planted, the more prices fell.

Farmers tried to solve economic problems by organizing politically. They organized first as the Grange, which was originally a social organization designed to alleviate the isolation of farm life. It evolved into an economic and political organization which pooled the buying power of the individual farmers to buy farm equipment at cheaper prices and to elect representatives to state legislatures. Because farmers blamed their economic distress on the railroad for the high prices they charged to ship farm goods to market, state legislatures passed laws designed to protect the farmer, known collectively as the Granger Laws, which tried to regulate how much the railroad could charge for transport and storage. The Supreme Court upheld the right of the states to regulate the rates charged by railroads for storage in stationary grain silos [*Munn v Illinois*]. However, the Supreme Court found that state law could not regulate the rate charged by the railroad for transportation across state lines because only the federal government can regulate interstate commerce. The federal government then responded with the Interstate Commerce Act, which set a precedent for regulation of business by the federal government. In a series of cases [the *Freight Rate Cases*], the Supreme Court severely limited the effectiveness of this law. Students should also understand that demand for goods is influenced by the amount of money available in the economy. The late 19th century was an era of deflation. There was a declining amount of currency

available to buy an expanding array of goods. As debtors, farmers wanted the money supply in circulation to be increased. More money in the economy would inflate the price they could get for their crops while at the same time it would allow them to pay off their fixed mortgages with money that was not worth as much as when they took out the loan. Bankers did not want to be paid back in money that was less valuable so they opposed any policy that might be inflationary and advocated *laissez faire*. During periods of depression [1873, 1884 and 1893], farmers were hard pressed to make payments on their loans. Farmers blamed banks and the eastern banking establishment for high interest rates and for foreclosures on farm property that resulted from farmers' inability to pay their mortgages. As farmers lost their land, many moved to the city for jobs in industry.

Farmers took political action to address their problems. They supported political parties that advocated 'soft money.' Farmers organized in regional Farmers' Alliances in the 1880s that advocated change in the monetary supply, especially the coinage of silver. African American farmers were also active in the Alliance movement and this activity contributed to the movement to formalize segregation in Jim Crow laws. Elite southerners and Northern capitalists feared the cooperation of African Americans and white farmers and workers in the political process and used race to divide them. In the 1890s, the alliances united to form the **Populist Party** which supported the regulation of railroads and banking and the free and unlimited coinage of silver. The party also advocated government reforms such as the popular election of Senators, the secret ballot, a graduated income tax, and a system of federal farm loans. The farmers attempted to ally with the workers by advocating an eight-hour day and restrictions on immigration. The Populist Party was successful in electing senators, governors and state legislators in the South and West.

Students should understand that the election of 1896 was a pivotal one. Although the main issue was "soft" money versus "hard" money, bimetallism vs. gold; the underlying issue was which groups the government would protect: bankers and businessmen or farmers and laborers. They should be familiar with William Jennings Bryan and the "Cross of Gold" speech, with the front porch campaign of William McKinley and the role of Big Business in securing McKinley's election. They should also note that workers voted for the Republican Party because they feared for their jobs and because they did not support an inflationary monetary policy that would raise the price of food.

Students should be reminded of the role of the Populist movement in the passage of the Jim Crow laws that they were introduced to in the 8th grade. Conservatives in the South feared the political potential of a united movement of black and white farmers. By their racist rhetoric they made it impossible for southern farmers to unite in their own interests.

Students should understand that the problems of the farmers continued into the 20th century and were somewhat addressed by policies of the Progressive Era (USHC 5. 7), that farmers prospered during World War I, but fell onto hard times again in the 1920s with the policies of Republican presidents (USHC 7.1). Farmers issues were eventually addressed in the New Deal (USHC 7.7).

It is not essential for students to know:

Students do not need to remember the names of the Supreme Court cases or the details of the government's policy on the coinage of silver, including the "Crime of '73;" the significance of the ratio of 16:1; the Bland- Allison Act; or the role of the silver mine owners in supporting the farmers' advocacy of silver. They do not need to know that the passage of the Bland Allison Act was not inflationary since the government purchased the minimum amount required by the law. Neither was the Sherman Silver Purchase Act an inflationary measure since the government purchased silver, thus solving the problem for silver mine operators, but did not coin and circulate it as money. They do not need to understand the role of J.P. Morgan in bailing out the government from its financial woes as the purchase of silver depleted gold reserves in the 1890s.

Students do not need to remember the names of the individuals active in the various farmers' organization such as Oliver Kelley, Mary Elizabeth Lease, "Pitchfork" Ben Tillman or James B. Weaver. They do not need to understand the conflict within the Populist Party about whether or not to endorse Democratic candidate William Jennings Bryan or his dual nomination by the Democratic and Populist Parties. Students do not need to know that *The Wizard of Oz* can be read as an allegory on the problems of the farmers and the workers in the late 19th century.

Assessment guidelines:

Appropriate assessments will require students to **explain** the economic problems of farmers of the late 19th century and the role that farmers played in meeting these problems with political action. Students should be able to **summarize** and give **examples** of the impact of mechanized farming. They should be able to **interpret** the reasons for the farmers' problems and **classify** the farmers' response as either economic or political. Students should be able to **interpret** maps, graphs, photographs, political cartoons and campaign posters and **infer** their relationship to information about the time period. Assessments may ask students to **infer** the significance of the farmers' movement for American democracy and the effectiveness of the Populist Party.

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

USHC-5.4 Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest. (H, E)

Taxonomy Level: 4B Analyze/ Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students were introduced to the role of immigrants in the work force (5-3.3) and the problems of the working class that resulted in the labor reforms of the progressive era (5-3.5).

In 7th grade, students were introduced to the changes in the organization of work and labor brought about by the Industrial Revolution and the development of socialism (7-3.4).

In Global Studies, the focus was on the impact of industrialization on different countries; however, there is no specific mention of organized labor or the development of socialism or labor unions in the Global Studies standards.

In Economics, students will consider the impact of labor unions on the American economy (Econ 5.2) and so need this historical background to understand the reason for unions.

It is essential for students to know

This will be the first time that students are introduced to labor unions and efforts to regulate the work environment. It is essential that students understand that the development of unions was the result of the workers' attempt to join together to protect themselves against the abuses of the market place. As a 'right to work' state, there is little sympathy in South Carolina for the role of unions, so it is essential that unionization receive a balanced treatment in the classroom. It is also important not to judge the unions of the late 19th century by 20th century allegations of corruption.

Because this indicator asks students to **analyze** the rise of the labor union movement, it is important that students recognize and weigh the relative importance of factors that contributed to the degree of success of organized labor. Such factors include: divisions among workers due to **race and ethnicity**, public perception, fluctuating economic conditions, large scale immigration, the power of Big Business and the role of government. Prejudices against ethnic groups created prejudices against labor organizations as well as promoting conflict within the labor organization itself. It is also essential that students understand the role of economic factors such as supply and demand and economic depression. Common cultural perceptions such as the Horatio Alger myth and Social Darwinism played a role in undermining sympathy for workers.

Working conditions and the changing **composition of the work force** established the need for unions. The change from an artisan's shop to a large scale factory and mass production changed the nature of work from one in which the craftsman could take pride in his product to a specialization of labor that made work repetitious, boring and impersonal for the unskilled worker. The large factory and the pursuit of profit caused management to lose touch with the workers and increasingly treat workers as replaceable cogs in the wheels of production. The law of supply and demand was applied to labor; the influx of immigrants and dispossessed farmers drove down the wages of unskilled workers. During the 1890s only 45% of unskilled workers earned more than \$500 a year, the equivalent of today's poverty line. Long

hours and unsafe working conditions were also the result of management's attempt to hold down the cost of production and increase profits for investors. Working conditions affected family life as all members of the family, men, women and children, went to work in factories and sweatshops. By 1900, eight million women, representing 17% of the labor force, worked outside of the home. The workforce also included 20% of boys and 10% of girls under the age of 15. Death, injury and unemployment were a constant threat to the well-being of the family.

Labor organizations developed to address these conditions but had limited success. The effectiveness of these organizations depended on the unity of the organization, the economic conditions of the time and the public's perception of the union. The National Labor Union founded in the 1860s advocated the 8-hour day and reform through the political process but did not allow African American members so they formed their own organization, the Colored National Labor Union. The Knights of Labor was dominant in the 1870s and was open to all workers regardless of gender, race or level of skill. Although the Knights advocated the return to a more cooperative society, the unity of the organization was severely undermined by workers' and society's prejudice against both recent immigrants and African American workers. Despite the fact that the union preferred arbitration and opposed the strike, wildcat walkouts by disgruntled employees were blamed on the union. Such walkouts often were the result of economic downturns during which workers were laid off or wages were cut. Striking when many other unskilled workers were desperately seeking employment undermined the effectiveness of the strike and the power of the union. Management used scabs as strike breakers (often African Americans and recent immigrants thus further dividing the working class), private security forces, economic pressure through company ownership of homes and company stores as well as 'yellow dog' contracts and blacklisting to control the workers. As a result of violence during strikes, union members were often associated in the media and therefore in the public mind with dangerous radicals such as socialists, communists and anarchists. Local and national government also took the side of management, protecting their property by putting down strikes and arresting strikers (USHC 5.2).

Unskilled workers were difficult to organize because of ethnic animosities. Native born workers often resented foreign born workers and advocated restrictions on immigration. Male workers, influenced by gender stereotypes, also resented women in the labor force because they were paid less and so were a threat to male jobs. The American Federation of Labor (AFL) rose to prominence in the 1890s and still exists today. This organization of workers through craft unions of skilled workers rather than industrial unions of all workers involved in an industry led to some success for the labor union movement. The AFL advocated the use of collective bargaining to reach agreements on the "bread and butter" issues of wages, hours and conditions. Skilled workers were more difficult to replace and so the threat of strike was more effective. Although wages rose and hours fell by the end of the century, it is essential for students to understand that the average hours worked were still far longer than the 8-hour day advocated by unions. Wages were still very low and wage gains were offset by the rise in the cost of living. Union effectiveness was undermined by the relatively small number of workers who belonged to unions, only about 4% of all workers by 1900.

Students should be familiar with the circumstances and results of the major labor incidents such as the Railroad **strike** of 1877, the Haymarket incident, and the Pullman strike. The success of the Railroad strike led to an increase in labor union membership. The association of the Haymarket incident with anarchism led to the demise of the Knights of Labor. The arrest and imprisonment of the leader of the Pullman strike led to the Supreme Court's application of the Sherman Anti-trust Act to unions. [This act, designed to control the power of Big Business, was used against the workers' unions at the same time that the court was finding that it could not be applied to Big Business (USHC 5.2). It was not until after he was jailed as a result of the Pullman strike that Eugene V. Debs became a socialist.]

It is essential for students to understand that the labor unions of the late nineteenth century were neither socialist nor communist organizations, although they may have had some socialist or communist members. This common misunderstanding is the result of anti-union rhetoric and the role of the IWW. The Industrial Workers of the World (IWW), known as the “Wobblies”, which was founded in 1905 and advocated the overthrow of capitalism. The unpopularity of the IWW during World War I led to the arrest and deportation of many of its members during the Red Scare of the early 1920s (USHC 7.3).

Other incidents led to public concern for the plight of the workers. The Children’s March led by Mother Jones and the Triangle Shirtwaist factory fire brought public attention to the evils of child labor and the unsafe working conditions in factories. It was not until the progressive President Theodore Roosevelt began to support the right of workers to bargain collectively that unions began to get some government recognition (USHC 5.7). It was not until the New Deal that the unions’ right to organize workers was recognized in the law (USHC 7.5).

By the end of the 19th century unions were not successful in changing the abuses of the workplace. This was due to public perception of them as dangerous and to government support of the interests of Big Business.

It is not essential for students to know:

Union activity preceded the Civil War and developed as economic depression caused management to speed up the pace of work or cut wages. The first strikes were organized by female workers in the textile factories of New England. The success of union activity was undermined when Irish workers took the place of the original Lowell girls in the 1840s and 1850s, an early indication of the role of immigration in undermining the effectiveness of unions.

References to the changing nature of the workplace from the convivial shop where the bottle was passed periodically to one that was run by the clock may be left out of the discussion. The separation of owners and workers intensified with the contract system whereby the hiring of unskilled workers was subcontracted. Unskilled workers earned 1/3 of the wages of skilled artisans. Workers often were laid off as a result of economic downturns and the resulting transience of unskilled workers as they moved about the country looking for work undermined efforts to organize them.

Although it is important for students to understand the dangerous conditions in the workplace, they do not need to know all of the details about job related injury such as black lung and brown lung. The government did not protect the worker in the workplace in the 19th and early 20th centuries because the courts considered employer negligence to be one of the normal risks that employees took to be able to work.

Workers formed fraternal organizations and ethnic clubs in order to provide each other sickness and accident benefits but wages were so low that these organizations were able to collect little and widows and orphans relied upon relatives and neighbors for help. These organizations increased ethnic identity and undermined the unions.

They do not need to know the names of the leaders of the various unions such as William H. Sylvis (NLU), Uriah Stephens, Terrence Powderley (Knights of Labor) and Samuel Gompers (AFL). They do not need to know that Irish Catholics feared joining the Knights because of the Masonic type rites that the Knights practiced. However, Bishop Gibbons gave his blessing to the Knights, thus promoting the unionization of Irish Catholic workers which gave a temporary boost to the organization. They do not need to know the role of the Knights in promoting the Chinese Exclusion Act and the Foran Contract Labor Act.

Although it is important to know that women supported the labor union movement, it is not necessary for students to know the specific names of their organizations such as the International Ladies Garment Workers' Union or the Telephone Operators Department of the International Brotherhood of Electrical Workers. Students do not need to know about the Sugar Beet and Farm Laborers Union of Oxnard or the union of Chinese and Japanese mine workers in California.

Assessment guidelines:

Appropriate assessments will require students to **analyze** the problems of labor in the late 19th century and the extent to which labor organizations were able to enlist the support of the public and government in correcting those problems. They should be able to **identify** the elements that contributed to the rise of the labor movement. Students should be able to **attribute** or identify the point of view of both critics and supporters of the labor movement in text. Students should be able to **interpret** maps, graphs, and political cartoons and **infer** their relationship to information about the time period. Students should be able to **interpret** the government's reaction to the labor union movement and **infer** its significance for American democracy.

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

USHC-5.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest. (H, G, E, P)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/future knowledge:

In 5th grade, students were introduced to how the building of cities led to progressive reforms. (5-3.1)

Students will need to understand the reasons for African American migration as they study the Harlem Renaissance of the 1920s (USHC 7.1). Students also need to understand that the problems of the cities led to the beginnings of the progressive movement at the local level (USHC 5.7).

It is essential for students to know

Students should know that cities developed as a result of geographic factors first as centers of trade, then as transportation hubs and finally, with the advent of electricity, as centers of industrial production in the 19th century. They were affected by technological innovations such as the elevator, steel girders, suspension bridges, electric trolley cars, 'els' and subways that allowed cities to grow both skyward and outward.

Students should be able to use maps to trace the **reasons for the development of urban areas** by reviewing the location of major cities of the colonial, early national, and pre-Civil War periods to see how urbanization mirrored the economic development of the regions. Then they can compare the location of cities in the post-Civil War period to see how the major cities in the United States shifted over time from the east coast to the Midwest and finally to the west coast. They should understand that cities grew as people immigrated from abroad (USHC 5.6) and migrated from the **farm to the city** (USHC 5.3).

Although most freedmen stayed in the South immediately after the Civil War, **African-American migration from the South** intensified as a result of poor cotton yields due to soil exhaustion and the boll weevil, as well as the discrimination of Jim Crow laws, intimidation and lynchings of African Americans in the South. As farm prices fell, African Americans joined other farmers in the move to the cities for job opportunities. This movement intensified during World War I as more jobs became available. Farm technology played a role as farmers in all regions produced more and sold it for less, defaulted on loans, lost their land and moved to the cities to find work (USHC 5.3). Others were attracted to the city because of its rich cultural life and excitement. Despite the phenomenal growth of cities, the *majority* of the American people still lived *outside* of urban areas before 1920.

Crowded city conditions led to problems with housing, sanitation, transportation, water, crime and fire. Corrupt city bosses using the political power of their immigrant constituencies were unable to successfully address all of these problems because of corruption. The progressive movement developed as a result of the need to address urban problems and corruption (USHC 5.7). The resulting city planning included parks and majestic buildings designed to awe residents and influence their behavior. Progressive changes in city government made it more professional and more responsive to the needs of the people.

The **women's suffrage movement** intensified in the late 19th century. Women had the opportunity for higher education at new women's colleges and new opportunities in factories and offices. However, it was the movement west that had the greater impact on gaining the right of women to vote. The first state to grant women suffrage was Wyoming and western states generally allowed women to vote before eastern states did. Historians attribute this to appreciation for the role that women played as pioneers. Middle class women were increasingly frustrated by their inability to have political influence in solving the problems of city life and the workplace. African-American women formed the National Association of Colored Women to secure the civil rights of African-Americans which included women's suffrage. In 1890, women formed the National American Women's Suffrage Association to lobby for the vote. A split over tactics disrupted the movement as some women lobbied state legislatures and others targeted the national government by supporting a national amendment to the Constitution. Women campaigned on the idea that they would clean up society and government. Therefore they were opposed by the liquor industry and political bosses. More radical women organized picket lines and hunger strikes. The 19th Amendment was passed in 1920 in part as a result of this activism and of the contribution women made to the war effort (USHC 7.1).

It is not essential for students to know

Students do not need to know about the influence of disasters such as the Great Chicago Fire, the hurricane and flood in Galveston, Texas and the 1906 San Francisco earthquake on the development of new strategies for addressing urban problems. Students need not remember the names of architects and city planners or Chicago's White City and World's Fair. They do not need to know that, as a result of reforms, cities developed tenement house laws, kindergartens, and paid fire departments and police forces. They need not memorize the names of the leaders of the women's suffrage movement of the late 19th century such as Susan B. Anthony, Carrie Chapman Catt, Ida B. Wells and Alice Paul. Nor do they need to know that women challenged the denial of their right to vote in court over 150 times.

Assessment guidelines:

Appropriate assessments will require students to **explain** the causes and effects of urbanization and the woman's suffrage movement of the late nineteenth century. Students should be able to **summarize** the reasons for the movement from farm to city and the migration of African Americans to the North and Midwest. They should be able to **classify** and **identify examples** of these reasons. Assessments may also ask students to **interpret** the significance of each reason and **infer** the impact of this movement on city life specifically and American culture in general. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. Students should also be able to **summarize** the women's rights movement of the late nineteenth century and **infer** its impact on American democracy and culture.

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

USHC-5.6 Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines. (H, G, P, E)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/future knowledge:

In 5th grade, students were introduced to the importance of immigration on the development of the American economy and its impact on the growth of cities (5-3.1). They identified the countries from which immigrants came and the resistance they faced when they arrived as well as the cultural and economic contributions of immigrants to the United States (5-3.2).

In 8th grade, students compared migration patterns within South Carolina and in the United States as a whole in the late 19th century, (8-5.4) and the significance increased immigration into the United States had for the state of South Carolina, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility, and the effect of racial and ethnic diversity on national identity (8-5.6).

In American government, students will learn about the process of naturalization in the United States, including laws, residency and other requirements (USG-5.4).

It is essential for students to know:

Since students have already been introduced to the importance of immigration to American society and the role of immigrant labor in the economy (USHC 5.2) and in the labor movement (USHC 5.5), focus should be on the social and political role of immigrants, particularly in the growth of cities and in the urban political machines.

It is important for students to understand that many immigrants were too poor to move beyond the port cities where they landed. Thus **ethnic neighborhoods** grew as immigrants looked for the familiar in a strange new land. Churches, schools, businesses and newspapers reflected the ethnicity of Little Italy, Greektown or Polonia. Many established immigrants helped those who had newly arrived to find jobs and housing. This had a powerful impact on city politics. People voted for those who found them jobs and helped them through hard times. It is important for students to understand that immigrants gave their votes to neighborhood and ward bosses in gratitude for the help they had received, not as a result of any direct bribery. Although many political bosses were corrupt and routinely used graft and bribery in awarding city contracts, they also served an important role in helping new immigrants to adapt to their new country. The power that immigrant groups gave to the **urban political machine** allowed the bosses to solve important urban problems despite the abuses that occurred under city bosses such as New York's Boss Tweed.

Restrictions on immigration were the result of ethnic prejudices and market forces. Students should understand the term nativism, which predated the Civil War with prejudices against the Germans and the Irish. After the Civil War, westerners resented the Chinese workers who had built the railroads and Chinese immigration was restricted as a result of such prejudices. Unskilled workers objected to the practice of contracting laborers in Europe who would come to take jobs from "native" Americans and

exert a downward pressure on wages. The United States government passed a law which limited this practice. Union members also resented the immigrants who were employed as “scabs” (strikebreakers) by management. In the late 19th century, resentments focused on the immigrants from Southern and Eastern Europe as the numbers of these groups grew and the differences with previous immigrant groups, (such as the English, Irish and Germans) and ‘native’ Americans were more obvious. Although further restrictions on immigration were proposed in Congress in the 1890s, they did not pass until the 1920s. Late 19th century nativism can be seen as another expression of Social Darwinism.

Reformers, such as Jane Addams, served the immigrant population through the establishment of settlement houses, such as Hull House, to aid the immigrants in their assimilation into American culture (USHC 5.7).

It is not essential for students to know:

Students do not need to know that social reform movements started in the pre-Civil War period and continued to be directed at assimilating new immigrants in the late 19th century. The temperance movement was directed at ethnic groups whose cultures were associated with drink such as the Irish and Germans and later applied to Italians. The public school movement was promoted to teach the newly arrived about democracy and the Protestant religion of the American majority. Consequently Roman Catholic immigrant groups developed their own parochial school system.

Ethnic neighborhoods were not completely homogeneous and a single ethnic group did not necessarily make up the majority of an ethnic neighborhood. Although students should know Boss Tweed, they do not need to know the names of other political bosses.

Students do not need to be able to name the Chinese Exclusion Act or the Foran Contract Labor Law. The Chinese Exclusion Act, passed in 1882, existed for 10 years but a 1902 law continued the trend by excluding the Chinese indefinitely.

Assessment guidelines:

Appropriate assessments will require students to **explain** the impact of immigration on city life and city government and on the efforts to restrict immigration. Students should be able to **classify** and identify **examples** of these changes. They should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. Assessments will ask students to **summarize** the impact of immigrants on city life and government, **interpret** its significance for American democracy and **infer** its impact on the movement for immigration restriction.

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

USHC-5.7 Compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington. (H, P, E)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/future knowledge:

In 5th grade, students were introduced to how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition (5-3.1).

In 8th grade, students studied the progressive reform movement in South Carolina, including the motivation of progressives; child labor laws; Prohibition; improvements to roads, hospitals, and libraries; tax reforms; changes to local government systems; and the roles of significant state governors and women's groups (8-6.1).

It is essential for students to know

It is essential for students to understand that the progressive movement developed in response to the problems of the city and the workplace in the late nineteenth century. Progressivism was essentially a movement of the middle class who objected to paying taxes to corrupt city governments and who desired better city services. Many young educated women took a role in promoting social reform. It was also the result of "muckrakers" who pointed out the corruption of machine politics, the power of the monopolists and the plight of the worker and the immigrant.

Jane Addams should be associated with her introduction of the settlement house, the Hull House in Chicago, where her immigrant neighbors were able to take vocational classes and receive childcare. Addams and others advocated protection for child workers. State laws limited hours and conditions and a federal child labor act was passed. However, state laws were poorly enforced and the Supreme Court overturned state laws that established maximum hours for bakers and the minimum wage for women.

The progressive movement started at the city and state level with progressive mayors and governors and gained support at the national level with the presidency of **Theodore Roosevelt**. Roosevelt was the first president to give any support to the rights of workers when he used his office as a 'bully pulpit' and required that the coal mine owners negotiate with their workers in order to avoid a strike. Legislation enhancing the powers of the Interstate Commerce Act over the railroads was passed during his administration. He supported government regulation of the corporation through the application of the Sherman Anti-Trust Act in a series of cases that won him the appellation of "trust-buster." He also protected the consumer with his championing of the Pure Food and Drug Act and the Meat Inspection Act, promoted by the publication of the muckraking novel by Upton Sinclair, *The Jungle*. Roosevelt also promoted conservation. He was the founding force and candidate of the Progressive (Bull Moose) Party in 1912 which split the Republican Party and gave the election to Woodrow Wilson.

Although Wilson's role is not mentioned in the indicator, it is important for students to understand some of the legislation that was passed during his presidency in order to understand the effectiveness of progressivism. The Clayton Anti-Trust Act [which Samuel Gompers referred to as the 'Magna Carta of Labor'] allowed labor unions to be exempt from the anti-trust laws. The 16th amendment and 17th amendments were passed. It was during Wilson's administration that the first federal child labor act was

passed. However, the Supreme Court later ruled that act unconstitutional thus limiting the progressive's impact on this problem. The Federal Reserve Act addressed the farmers' demand for a more elastic money supply that responds to the needs of the economy. [Students may be introduced at this time to how the Federal Reserve system works because that will help them to better understand its role in the Great Depression (USHC 7.4).] Other actions made credit more available to farmers, protected the 8 hour day for some workers as well as providing some workman's compensation for injury on the job. Although Woodrow Wilson was a progressive, he was also a racist and did nothing to protect the rights of African Americans.

Although African Americans participated in the progressive reform movement, they gained little as a result. Many racist actions, such as the literacy test, were promoted as being progressive because they limited the political power of the uneducated and thus limited political corruption. African American progressives took different approaches to reform. **Booker T. Washington**, the founder of Tuskegee Institute, advocated vocational education and opportunities for employment. **W.E.B. DuBois** argued that all African Americans should have the opportunity for any education that fit their talents and promoted the development of the "Talented Tenth". Most schools continued to be segregated. Although Washington lobbied behind the scenes for greater social and political rights, his public statements such as the Atlanta Compromise speech, suggested that he was willing to accept the second class citizenship offered by Jim Crow laws, literacy tests and poll taxes in exchange for jobs. These jobs were not forthcoming. DuBois voiced his militant advocacy for full rights for all African Americans through the National Association for the Advancement of Colored People (NAACP), which he had helped to found, and its publication *The Crisis*, which he edited. Washington was more acceptable to the white majority and was even invited to Roosevelt's White House, however the resulting public outcry meant that he was never invited again. DuBois militancy energized the African American community but was less acceptable to the white community. It would be many years before the NAACP would be successful in protecting the rights of African Americans in the courts (USHC 9.5).

World War I impacted the **effectiveness of progressive reform**. Wartime grain shortages and anti-German propaganda prompted the passage of the 18th amendment, establishing Prohibition. Support for women's rights grew as a result of their contribution to the war effort and the 19th amendment, granting women suffrage, was passed in 1920. Most progressive reform initiatives however stopped as a result of the war effort. The cooperation of business and government in the various WWI boards undid the rigorous enforcement of anti-trust laws and promoted the power of big business. Protection for unions was undermined by the war; the AFL's independence was compromised by their cooperation with government and the War Labor Board. The Industrial Workers of the World (IWW) was actively prosecuted for sedition during the war and effectively destroyed in the Red Scare after the war. African Americans continued to be limited to second class citizenship despite their contribution to the war effort. Disillusionment with the progressive idealism of Wilson's Fourteen Points and the very unprogressive Treaty of Versailles undermined the commitment of American voters to progressivism (USHC 6.4).

During the 1920s the limits of progressivism were evident. The 18th amendment was impossible to enforce. The 19th amendment did not result in any significant political changes as women tended to vote the way that their husbands did. The traditional Republican Party won the election of 1920 and the enforcement of progressive legislation lapsed. The idea that government is responsible for the welfare of all of the people would be revived in the New Deal (USHC 7. 5).

It is not essential for students to know

Students need not know about the origins and impetus for the progressive movement. The roots of progressivism can be found in the Liberal Republicans (Mugwumps) who advocated civil service reform in the 1880s and in the Social Gospel movement. The direct impetus for the progressive movement can be found in the return of prosperity at the end of the 19th and beginning of the 20th century which made

the radicalism of workers and farmers of the mid 1890s no longer a threat. It was the result of an intellectual climate change that promoted the role of the expert. Progressives believed that if you changed the structure of society through laws you could improve social conditions. Although students should understand the connection between Populism and progressivism, they do not need to remember which planks on the Populist platform were eventually passed during the progressive era.

Although students should understand the nature and importance of muckraking journalism, it is not essential for them to remember the names of the many muckraking journalists such as Jacob Riis, Lincoln Steffens or Ida Tarbell. It is not necessary that students be able to name progressive mayors and governors such as Robert LaFollette and the Wisconsin Idea or the many progressive initiatives at the city, state and national level. Nor is it essential for students to understand how the Federal Reserve System works to create a more elastic money supply.

Although the administration of William Howard Taft continued to break up trusts, Taft did not support other progressive reforms such as the lowering of the tariff, the reorganization of the leadership of the House of Representatives or the leadership of the department of the forestry under Gifford Pinchot. It is not necessary for students to understand Taft's role in progressive reform. This Old Guard control of the Republican Party prevented Roosevelt from gaining the nomination in 1912. It is not necessary for students to understand the difference between Roosevelt's New Nationalism and Wilson's New Freedom.

It is not necessary for students to know the role of the National Women's Suffrage Association in the passage of the 19th amendment or Alice Paul and the Equal Rights Amendment. They need not know about the role of the Anti-Saloon League or of the Immigration Restriction League in promoting temperance and immigration restriction.

It is not necessary that students be able to label the progressive movement as either liberal or conservative, although it had elements of both.

Assessment guidelines:

Appropriate assessments will require students to **compare** the effectiveness and limitations of the progressive movement and the roles of Jane Addams, Theodore Roosevelt, Booker T. Washington and W.E.B. DuBois in promoting reform. Students should be able to **explain** the roles of each of these reformers. Assessments should also ask students to **summarize, classify** and identify **examples** of progressive social and political reform. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. Students should be able to **interpret** the significance of these reformers and **infer** the impact of their proposals on American democracy

Standard USHC-6: **The student will demonstrate an understanding of foreign developments that contributed to the United States’ emergence as a world power in the twentieth century.**

USHC-6.1 Analyze the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions. (H, G, E)

Taxonomy Level: B-4 Analyze/Conceptual Knowledge

Previous/future knowledge

In 5th grade, students summarized actions by the United States that contributed to the rise of the United States as a world power from the Spanish- American War up to an including World War I (5-3.6).

In 7th grade, students summarized the economic origins of European imperialism, including the conflicts among European nations as they competed for raw materials and markets and for the establishment of colonies in Africa, Asia, and Oceania (7-4.1). Students used a map to illustrate the geographic extent of European imperialism in various regions (7-4.2). They compared differing views with regard to colonization and the reactions of people under colonial rule in the late nineteenth and early twentieth centuries, including the Zulu War, the Sepoy Rebellion, and the Boxer Rebellion (7-4.4).

In Global Studies, students explained the economic and political impact of European involvement on other continents during the era of European expansion (GS-4.2). Students explained the causes and effects of political, social, and economic transformation in Europe in the nineteenth century (GS – 4.4). They also compared the political actions of European, Asian, and African nations in the era of imperial expansion (GS -4.5).

In 12th grade Economics, students must be able to explain the basic principles of international trade (ECON- 8.1) and summarize the outcomes of global trade (ECON 8.2).

It is essential for the students to know:

Although the United States had been involved in westward expansion since its inception, **American expansionism** changed in the late 19th century. While the previous expansionism had been motivated by land hunger and resulted in the establishment of new states, the expansionism of the late 19th century was designed to secure markets and reached beyond contiguous territory. The purchase of Alaska in the 1860s was the last land on the North American continent to be added but did not become a state until the 1950s.

The United States moved from **isolationism to intervention** because of a need for raw materials and new markets for the products of their developing industries and **expanding capitalism**. With the close of the United States frontier in 1890, there was a strong need both economically and emotionally to find new areas to meet the need for expansion. Depression, strikes and farmer unrest demonstrated some of the **domestic tensions** that were prevalent in the 1890’s (USHC 5.3 and 5.4). Growing nationalism fostered the desire to expand American naval power to compete with other nations, to protect trade and secure markets and to spread Christianity around the world. **Social Darwinism** also influenced American expansionism in the late 19th century by fostering the idea that Americans were superior to other cultures and states.

Developments in other countries contributed to the United States’ emergence as a world power, including competition for markets among the European nations and a continuing movement for liberation in Latin

America, especially in Cuba. The United States initiated their status as a world power with their involvement in the Spanish-American War. This new expansionism led the United States to spread American ideas, religious beliefs and capitalism to other nations but also initiated foreign resentment of American interference.

It is not essential for the students to know:

Students do not need to understand that American expansionism or imperialism at the end of the 1800s was the continuation of the Puritan idea of the 'city on a hill' and American exceptionalism. They do not need to know about early interest in Cuba such as the Ostend Manifesto. They do not need to know about any of the early efforts to exercise international leadership such as the promotion of the founding of the Pan-American union nor the efforts of the Cleveland administration to negotiate conflict between Great Britain and Latin American states.

Assessment guidelines:

Appropriate assessments will require students to **explain** the factors that contributed to the change from isolationism to intervention. They should be able to **compare** the old expansionism of the early 1800s with the new imperialism of the late 1800s and early 1900s. They should be able to **infer** the connection between domestic and diplomatic developments and **interpret** maps and political cartoons to infer their relationship to information about the time period.

Standard USHC-6: **The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.**

USHC-6.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States. (H, G, E)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War (5-3.6).

In 7th grade, students explained the causes and effects of the Spanish-American War and its reflection of the United States' interest in imperial expansion, including this nation's acquisition of the Philippines, Puerto Rico, and Guam; its temporary occupation of Cuba; and its rise as a world power (7-4.3).

In Global Studies students compared the political actions of European, Asian, and African nations in the era of imperial expansion (GS – 4.5).

It is essential for the students to know:

The involvement of the United States in the **Spanish-American War** marked America's **emergence as a world power**. There were many **reasons for the United States to declare war** on Spain. Pressures from domestic tensions at home and expanding capitalism (USHC 6.1) pushed Americans to find new markets. The humanitarian desire to support the rights of Cubans against an oppressive Spanish regime contributed to the United States' involvement in the war. The push for increased naval power [Alfred Thayer Mahan] also contributed to the United States' entry into the war and the expanded navy helped to prepare America for involvement world-wide. Yellow journalism, exacerbated by the explosion of the U.S.S. Maine in Havana's Harbor and the publication of the DeLome letter, led to a public outcry for American involvement. President McKinley asked Congress for a declaration of war in response to all of these pressures.

The initial result of the war declaration was expansion of the **United States in the South Pacific** with the annexation of Hawaii and the capture of Manila Harbor in the Philippines. Both of these islands offered the United States a convenient fueling stop on the way to the markets of the Far East. The **Anti-Imperialists** argued against annexation of the Philippines on the grounds that the Filipinos could never be incorporated into the union. McKinley argued that it was an American responsibility to govern the Filipinos who were incapable of governing themselves. Social Darwinism and racial prejudices played a role in both of these arguments and found a domestic counterpart in the passage of the Jim Crow laws and restrictions on voting for African Americans. The treaty ending the war recognized United States' ownership of the Philippines, Wake Island, Guam, Puerto Rico and United States' control of Cuba. With the acquisition of new lands came the struggle to govern these areas. The United States soon faced armed resistance in the Philippines. The United States Supreme Court ruled in several cases [known collectively as the Insular cases] that Constitution does *not* follow the flag so subject peoples did not have the same rights as citizens of the United States. The **perception of the United States** among subject peoples therefore changed from a champion of liberty to a colonial power.

It is not essential for the students to know:

Students do not need to remember the political controversies in Cuba, the role of Jose Marti, the abusive actions of the Spanish government towards the Cuban rebels or the pledge by Spain that they would change that policy in response to American objections. They do not need to know details about the competition between Hearst and Pulitzer over the newspaper market in New York City that led to the sensationalism of yellow journalism. They do not need to know the extent to which President McKinley agonized over the decision to go to war and was impacted by public opinion. They do not need to know about the actual strategies of the war, the shortages of supplies or the impact of disease, or the role of the Rough Riders under Teddy Roosevelt. They do not need to know about the role of Teddy Roosevelt as the Under Secretary of War to position Admiral Dewey's fleet to take Manila at the outbreak of the war nor about the role of Filipino Emilio Aguinaldo as an early ally of the American 'liberators' and as the leader of the resistance movement against United States control of the Philippines.

Assessment guidelines:

Appropriate assessments will require students to **explain** the influence of the Spanish-American War on the emergence of the United States as a world power and **summarize** the reasons for United States' declaration of war on Spain. They should be able to **compare** pro- and anti-imperialists arguments over annexation of the Philippines. They should be able to **interpret** maps and political cartoons to infer their relationship to information about the time period. Students should be able to **infer** the impact of American actions on worldwide perception.

Standard USHC-6: **The student will demonstrate an understanding of foreign developments that contributed to the United States’ emergence as a world power in the twentieth century.**

USHC-6.3 Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States’ role in the Panama Revolution, Theodore Roosevelt’s “big stick diplomacy,” William Taft’s “dollar diplomacy,” and Woodrow Wilson’s “moral diplomacy.” (H, G, E)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In the 5th grade, the students summarized actions by the United States that contributed to the rise of this nation as a world power, including the role played by the United States in the building of the Panama Canal (5-3.6).

In 7th grade, students compared differing views with regard to colonization and the reactions of people under colonial rule in the late nineteenth and early twentieth century (7-4.4).

In Global Studies, students explained the economic and cultural impact of European involvement on other continents during the era of European expansion (GS 4.2). They explained the significant political, commercial, and cultural changes that took place in China in the nineteenth century, including the unification of Chinese culture and the motivations and effects of China’s changing attitudes toward foreign trade and interaction (GS 4.1). and compared the collapse of Chinese government and society to other political actions of European, Asian, and African nations in the era of imperial expansion (GS 4.5).

It is essential for the students to know:

As United States policy changed to imperialism based on the need for new markets, American policy for China and Latin America became more aggressive. In China, European countries had special trade privileges in areas called ‘spheres of influence.’ However, the United States did not have such a sphere. In an effort to open trade with China, the United States issued a series of diplomatic notes asking that all foreign powers allow other foreign powers equal opportunity to trade within their sphere of influence. This **Open Door Policy** was not designed to help China. However, it did lead to increased economic opportunity for the United States. The success of the Open Door Policy was due, like the success of the early Monroe Doctrine before it, to the relationship of the United States with the leading world power, Great Britain. When the Chinese resisted foreign encroachment on their sovereignty, the United States took a leading role in putting down the Boxer Rebellion, further alienating the Chinese.

The United States’ involvement in Latin America increased after the Spanish American War. The Platt Amendment to the Cuban constitution brought about an extended American supervision over Cuban affairs and the right to lease a military base at Guantanamo Bay. President Theodore Roosevelt’s Corollary to the Monroe Doctrine (USHC 3.2) described the role of the United States as a policeman that would keep European powers from intervening in the Western Hemisphere. This **“Big Stick” diplomacy** increased the profile of the United States on the world scene when the United States intervened in several Central American countries taking over their customs houses and collecting taxes to pay trade debts owed to European nations to prevent the Europeans from using military power to collect those debts. President William Howard Taft supported **dollar diplomacy**, promising to protect the investments of American businesses in Latin America with a guarantee of United States intervention if any problems arose, thus increasing both American investment and control. President Woodrow Wilson vowed to use **‘moral**

diplomacy’ to intervene in Mexico to ‘teach the Mexicans to elect good men’ while also supporting the economic interests of American businessmen in the Western Hemisphere. Each president’s policy involved the United States more deeply in affairs in the Western Hemisphere, angered the neighbors of the United States in the hemisphere and increased the American role in world affairs.

Imperialism in Latin America was also manifested in the United States’ support for the **Panama Revolution**, subsequent construction of the Panama Canal and the American control of the canal until the end of the 20th century. When the government of Colombia refused to accept the American offer for the Isthmus of Panama, the United States sent gunboats to support the bloodless revolution of the Panamanians. Then the leader of the revolt signed a treaty giving exclusive rights to build a canal to the United States. This alienated the Colombians, but gave the United States a foothold in Central America for almost a century. Eventually, the Panamanians also resented the American presence.

It is not essential for the students to know:

Students do not need to understand details about United States involvement in governing Cuba, Puerto Rico, Panama and the Philippines. They do not need to know details about the rebellion of the Filipinos against the occupation of the Americans. They do not need to know about Theodore Roosevelt’s use of the Great White Fleet to show off America’s naval superiority. They do not need to know details of Wilson’s intervention in Mexico such as the incident at Vera Cruz or the futile efforts to capture Pancho Villa [however this will help students to understand why the DeLome letter was viewed as a threat by the American people and why the Germans did not see the United States army as a military threat in 1917]

Assessment guidelines:

Appropriate assessments will require students to **compare** United States foreign policies in Asia and Latin America during the early 1900s and **compare** the purposes and effects of the policies of Presidents Teddy Roosevelt, William Howard Taft and Woodrow Wilson. They should be able to **summarize** both the intention and outcome of United States foreign policies in general and **infer** the impact of American actions on worldwide perception. Students should be able to **interpret** maps and political cartoons and **infer** their relationship to information about the time period.

Standard USHC-6: **The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.**

USHC-6.4 Outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations. (H, P)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized actions by the United States that contributed to the rise of this nation as a world power, including ...the role played by the United States in World War I (5-3.6).

In 7th grade, students explained the causes and key events of World War I, including the rise of nationalism, ethnic and ideological conflicts in different regions, political and economic rivalries, the human costs of the mechanization of war, the Russian Revolution, and the entry of the United States into the War (7-5.1). They also explained the outcome and effects of World War I, including the conditions and failures of the League of Nations and the Treaty of Versailles and the effects of major treaties on population movement, the international economy, and shifts in borders (7-5.2).

In Global Studies, students again summarized the causes of World War I, including political and economic rivalries, ethnic and ideological conflicts, and nationalism and propaganda (GS-5.1). They summarized the worldwide changes that took place following World War I, including the significance of the Russian Revolution; the rise of nationalist movements in India, Africa, and Southeast Asia; the revolutions and political change in China; and the creation of new states in Europe (GS-5.2).

It is essential for the students to know:

Students need to understand the **causes and course of World War I**. The M.A.I.N. causes of World War I were Militarism, secret Alliances, Imperialism and Nationalism. The driving force was nationalism. 'Nation' refers to a group of people who share a common language, religion, history and traditions. Not all nations had states; many were included in empires. **Ethnic and ideological differences** led to conflict within these empires. **Nationalism** also spurred competition among states in military strength and led European nations to establish a complex system of military alliances. Russia, France and England formed an alliance and Germany, Italy and Austria-Hungary formed a competing alliance. The newly united countries of Germany and Italy were anxious to establish colonies to gain wealth and international influence and competed with other nations to do so. The igniting incident of the Great War was the assassination of the Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire, in Bosnia by a Serbian nationalist. The resulting confrontation between Austria-Hungary and Serbia quickly involved much of Europe in conflict due to the alliance system.

The United States declared neutrality at the outbreak of the war, however various factors challenged American neutrality and eventually led to the **involvement of the United States** in the Great War. The traditional trading partnership with Great Britain and the blockade of German ports by the British navy severely limited American trade with Germany. American businesses made loans to the Allies in order to continue trade. Public opinion was impacted by America's traditional connection to the British. The German use of the submarine affected public opinion against Germany and alienated President Wilson, who was incensed by the loss of innocent lives. The 1915 German U-boat's sinking of the British passenger ship, the *Lusitania*, brought about sharp protests from President Wilson but did **not** bring the

United States into the European war. Instead, Germany pledged to restrict their use of the submarine. Wilson campaigned for re-election in 1916 on the slogan that “he kept us out of war.” The interception and publication by the British of Germany’s Zimmerman note to Mexico negatively impacted American public opinion. In early 1917, revolution in Russia replaced the monarchy with a republic and President Wilson could now consider allying the United States with a ‘democratic’ Russia. The decision of Germany to resume unrestricted submarine warfare in the spring of 1917 and Wilson’s desire to broker a just peace prompted Wilson to ask the Congress to declare war on Germany in April of 1917. President Wilson announced his intention to “make the world safe for democracy” and later issued his Fourteen Points. The American Expeditionary Force affected the **course** of the war by deflecting the last push of the Germans on the western front in France and the armistice of November 11, 1918 ended the fighting between the Allies and the Central Powers.

The mobilization of the home front for the war effort stimulated **ethnic and ideological conflicts** within the United States. Propaganda characterized Germans as “Huns” and resulted in discrimination against Americans of German descent. The passage of the Sedition Act restricted the rights of Americans to voice their ideological objections to the war effort and contributed to the post-war Red Scare.

President Wilson took **a leadership role at the Versailles Conference**. Wilson wanted to create a lasting peace based on the Fourteen Points which he hoped would eliminate many of the causes of the war but did not understand the desires of the European leaders of France, Italy, and Great Britain. The other allies were determined to protect their own national interests. They imposed a war guilt clause and reparations payments on Germany. New national borders drawn at the conference based on self-determination of peoples could not accommodate all of the complexity of **ethnic** diversity within Europe. These actions laid the basis for the next war. Wilson was able to include the League of Nations in the Treaty of Versailles, however the United States Senate was hesitant to involve the United States in European affairs on a permanent basis. President Wilson was unwilling to compromise with the Senate and his physical incapacity as a result of a stroke made compromise impossible. The Senate refused to ratify the **Treaty of Versailles** and did not become a member of the League of Nations. The United States later made a separate peace with Germany and sent observers to meetings of the League of Nations.

It is not essential for the students to know:

Students do not need to remember the names of the alliances, the Triple Entente and Triple Alliance. They do not need to know the new weaponry introduced in World War I, except for the submarine. Students do not need to remember that the Bolshevik Revolution in Russia led to the separate treaty of Brest-Litovsk or that American troops were landed in Russia to support the Whites in the Russian civil war. They do not need to know how the United States mobilized the home front such as the actions of the War Industries Board or the Food Administration nor do they need to know the role of women in the war effort. The 1918 flu epidemic and its effects do not need to be covered. Students do not need to know the names of the groups who opposed the ratification of the treaty such as the Irreconcilables or the Reservationists. They do not need to know the details of Wilson’s cross country campaign to gain public support for the Versailles Treaty or the multiple mistakes that Wilson made in the negotiation of the treaty or in his attempts to get the Senate to ratify it.

Assessment guidelines:

Appropriate assessments will require students to **explain** the causes of the United States entrance into World War I and the role of the United States Expeditionary Force in bringing about an end to the fighting. Students should be able to **summarize** the effects of nationalism and ethnic and ideological conflicts on the outbreak of the war, on the American home front and on the making of the Versailles Treaty. They should be able to **explain** Woodrow Wilson’s leadership in the writing of the Treaty of Versailles and the establishment of the League of Nations and the reasons for its rejection by the United States Senate. They should be able to **interpret** maps and political cartoons to **infer** their relationship to information about the time period.

Standard USHC-7: The student will demonstrate an understanding of the economic boom-and- bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

USHC-7.1 Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life. (H, E)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/future knowledge:

In the 5th grade, students were introduced to the changes in daily life that took place in the 1920s including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict (5-4.1).

In the 8th grade, they studied the causes and the effects of changes in South Carolina culture during the 1920s, including... the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan ... (5-6.4).

In 12th grade Economics students will study the economic cycle. Economic conditions of the boom twenties that led to the depression of the thirties will help students to understand basic concepts in Economics. Understanding the continuing economic problems of farmers during the twenties will reinforce students' understanding of the effect of shortages and surpluses in a market economy and changes in the price of products as a result of surplus or shortage that they encountered in USHC 5.3 with the problems of farmers in the late 19th century (ECON-2.4). Understanding the role of the misdistribution of income as a cause of the depression will help students to appreciate how the distribution of income affects public policy (ECON-3.1). An introduction to the role of consumer credit in the form of installment buying of the 1920s that temporarily boosted buying power will help students to understand the impact of personal economic decisions and choices that individuals make including utilizing loans and a study of the stock market crash will offer an opportunity for students to consider investment options (ECON-4.1). Understanding the cultural effect of media advertising of the 1920s will help students to understand the influences on personal economic decision making and choices, including the influence of advertising on consumer choices (ECON 4.2).

It is essential for students to know

Students need to understand the difference between social, cultural and economic factors. They should understand that economic growth may have both positive and negative consequences for society and that the expansion of economic opportunity in the 1920s did not extend to all Americans.

Economic boom of the 1920s had negative consequences for some segments of the economy. By the end of the 1920s, electric energy fueled most of American industry which brought economic hardship to the coal industry. **Mass production techniques** such as the assembly line, introduced by Henry Ford in 1913, brought radios, refrigerators, and many other new products to the marketplace, but also further marginalized the skilled worker. Techniques of efficiency practiced in the 1920s furthered the loss of individuality for the worker. Workers were still underpaid and labor unions were unable to protect their members because of the anti-union attitude of the Republican administrations. Farmers suffered economic depression when the end of World War I brought a loss of markets and surpluses led to low prices and foreclosures, as it had in the late 19th century (USHC 5.3). This led to a widening gap between the 'haves' and the 'have-nots.'

The mass media exacerbated these differences by advertising the goods that many could not afford to buy. The expansion of the **consumer financing option** of installment buying encouraged consumers to change their attitudes about debt. The ‘buy now, pay later’ philosophy stimulated the economy but later proved harmful (USHC 7.4). The availability of **new home appliances** such as the washing machine, electric irons and vacuum cleaners led to some social change as women were able to do their households chores more easily. However, it led to no significant change in their position in the society or the economy. Although the flapper is an icon of the 1920s and her freedom helped to change attitudes towards the role of women, most women continued the traditional roles as wife and mother. This traditional role was reinforced by advertising.

Transportation helped to change urban life. The automobile changed living and dating patterns for those who could afford to buy a car. Transportation within the cities led to a further differentiation in living and working neighborhoods that further divided the urban community. Suburbs grew (but not as much as in the 1950s). The **advent of aviation** was exciting and produced cultural icons such as Charles Lindberg but had little impact on the average American who could not afford to fly.

It is not essential for students to know:

Students do not need to know about specific efficiency techniques that affected the worker nor do they need to know that the 1920s brought increased professional organization and lobbying. They also do not need to know that oligopolies controlled major industries. They do not need to know about the sports and entertainment celebrities of the 1920s.

Assessment guidelines:

Appropriate assessments will require students to **explain** the social, cultural and economic changes that took place in the 1920s as a result of scientific innovation and consumer financing. Students should be able to **summarize, classify** and **identify examples** of these changes. Students should be able to **interpret** maps, graphs, political cartoons, images and advertisements and **infer** their relationship to information about the time period. Assessments should also ask students to **interpret** the importance of these changes to American life, **infer** their impact on American and world culture, society and the economy and **compare** its impact on different groups within American society.

Standard USHC-7: **The student will demonstrate an understanding of the economic boom-and- bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.**

USHC-7.2 Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies. (H, E)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/future knowledge:

In the 5th grade students were introduced to changes in daily life in the 1920s, including ...the radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict (5-4.1).

In the 8th grade students explained the causes and the effects of changes in South Carolina culture during the 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern Literary Renaissance (8-6.4).

It is essential for students to know

The migration of African Americans to segregated neighborhoods in the cities of the north and Midwest brought about a cultural renaissance. The **Harlem Renaissance** brought recognition and pride to black artists, particularly musicians, but further pointed out their second class citizenship. Students should have a good understanding of how movement to cities and concentrations of groups helped to lead to a renaissance from their understanding of the European Renaissance in 7th grade and their study of the Southern Literary Renaissance in the 8th grade. Writers of the Harlem Renaissance [such as James Weldon Johnson and Langston Hughes], celebrated ties to African cultural traditions and black pride and questioned the position of African Americans in American life.

Literature of the 1920s reflected a rejection of the idealism of the World War I era and the narrow-mindedness and shallowness of life in America as well as a questioning of the materialism of the 1920s. The expatriate authors of the Lost Generation called American cultural values into question. Students should know the work of Ernest Hemingway, H.L. Mencken, and F. Scott Fitzgerald.

Art of the period also reflected the conflict between tradition and the modern world, challenging the dominant realist tradition and pioneering in expressionist art forms. Students should know the work of Georgia O'Keefe.

Students should understand that the **radio** helped to spread appreciation for **new trends in music** such as jazz to white audiences and promoted a shared national culture. The **movies** portrayed materialism and racist themes as seen in the popular film "Birth of a Nation" that fostered a resurgence of the Ku Klux Klan (USHC 7.3). Advertising spread the mass consumer culture.

It is not essential for students to know

It is not necessary for students to know the names of the famous authors, musicians or artists of the time, except for those listed above. They do not need to know about Marcus Garvey and his Back-to-Africa movement in the Universal Negro Improvement Association. They do not need to remember the names of movie stars such as Al Jolson or Rudolph Valentino.

Assessment guidelines:

Appropriate assessments will require students to **explain** the trends in art, music and literature of the 1920's, particularly of the Harlem Renaissance, and the impact of the radio and movies. Students should

be able to **summarize, classify and identify examples** of these trends. Students should be able to **interpret** maps, graphs, photographs and political cartoons and **infer** their relationship to information about the time period. Assessments should ask students to **interpret the** significance of these cultural trends and new technologies and **infer** their impact on the development of a more national culture.

Standard USHC-7: The student will demonstrate an understanding of the economic boom-and- bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

USHC-7.3 Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial. (H, P)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/future knowledge:

In the 5th grade, students were introduced to the racial and ethnic conflict of the 1920s (5-4.1).

In the 8th grade, they studied the causes and the effects of changes in South Carolina culture during the 1920s, including Prohibition and the revival of the Ku Klux Klan (8-6.4)

It is essential for students to know

Students must know that although the 1920s are often thought of as a care-free boom time, American society was divided by the trauma of change and not everyone experienced prosperity. The **social changes** were the result of industrialization, immigration and urbanization. By 1920, more than half of the American population lived in cities. The increasing emphasis on science and the experiences of the war years also contributed to social change. The result of these changes was often **social conflict** between traditional American conservatism and modern scientific liberalism.

The **role of women** changed somewhat during the 1920s. Women had taken new jobs while men were fighting, but many gave them up as soon as the soldiers returned. Having advocated for suffrage since the Seneca Falls convention of 1848 and winning it in many states (particularly in the West), women finally won the **right to vote** throughout the United States with the passage of the 19th amendment. However, women did not significantly make politics more moral as they had promised to do in their campaign for suffrage (Students do not generally understand the word suffrage, confusing it with suffering) and women most often voted as their husbands did. Women did not win new opportunities in the workplace and continued to be concentrated in the few occupations in which they had made inroads since the Civil War, as teachers, nurses, telephone operators and secretaries. They also continued to be employed as domestic servants, factory workers and sweatshop laborers. Working women made less money than their male counterparts. Movement to the cities during the war nurtured new sexual attitudes and aroused public anxiety about the decline of moral values. The iconic image of the flapper represented this change but posed little threat to the traditional roles of wife and mother.

The propaganda of ‘100 percent Americanism’ during the war years exacerbated traditional American nativism and turned it into xenophobia. In the postwar period, high inflation, competition from returning veterans and the end of wartime concessions to workers led to labor unrest. Strikes frightened middle and upper class Americans as did the growing socialist movement in Europe. Anarchist bombs exploded in eight American cities in 1919. Fear caused by workers’ strikes, bolshevism and bombs led to a **Red Scare**. The United States Attorney General [A. Mitchell Palmer] hoped to gain public support for a bid for the presidency in 1920. In a series of raids which came to be known as the Palmer Raids, the federal government under the direction of J. Edgar Hoover, arrested 4,000 alleged communists who were held without bond. Later 600 were deported. Palmer predicted a series of anarchist attacks that did not materialize and he was discredited, but not before arousing feeling against dangerous foreigners. This new wave of nativism was furthered by the trial of Italian immigrants **Sacco and Vanzetti**. These avowed anarchists were accused of robbing an armored car and killing a guard. Their case became a

cause celebre among liberals and civil rights advocates who claimed they were being prosecuted for their immigrant status and radical views. Although the prosecution had clearly not made the case against them, they were convicted and executed. Historical evidence indicates that they were most likely guilty.

Anti-immigrant sentiment became part of the rationale for a **resurgence of the Ku Klux Klan** in the 1920s. In 1915, the movie *The Birth of a Nation* aroused racist sentiments against African Americans. The Red Scare and the Sacco and Vanzetti case added radicals, immigrants and Catholics to the list of groups targeted by the new Klan. The business climate of the 1920s also contributed to the Klan's resurgence as they used advertising and business organization to promote membership. It was a national organization with a strong following in the small towns and cities of the Midwest as well as in the South. Seeing themselves as a moral regulators, Klansmen targeted bootleggers and gamblers with cross burnings, public beatings and lynching. However, Klan leaders involved in sex scandals and corruption undermined these claims to moral leadership and the Klan faded from public view. A comparison of the Klan of the 1920s with the Klan of the Reconstruction period would help students to better understand the nature of each.

As anti-immigrant sentiment turned to xenophobia, it also resulted in the passage of **immigration quotas** in the National Origins Act of 1924. This had been a goal of conservatives since the end of the 19th century and was supported by arguments based on Social Darwinism and Anglo Saxon superiority. Immigration from Eastern and Southern Europe was severely limited and Asians were barred entirely. This was a continuation of limitations on immigration from Asia of the 19th century [Chinese Exclusion Act of 1882].

As a result of anti-German sentiment and grain shortages during the war years, the temperance movement, which had been advocating **prohibition** in order to preserve American culture in the face of immigration since the 1830s, was finally successful on a national scale. The 18th amendment prohibited the sale and distribution of alcohol, but not its consumption. Compliance was often a matter of class, ethnic background and religious affiliation. Soon illegal sources were filling the demand and speakeasies proliferated in cities and ethnic communities. Neither the federal nor the local governments had the manpower to stop this illegal trade or the organized crime that grew as a result of the bootlegging business. The 21st amendment passed in 1933 repealed the 18th amendment and ended prohibition.

Conflict between traditional religious beliefs and science also caused anxiety in the 1920s. A revival movement at the beginning of the century led to the development of religious fundamentalism which believed in the literal truth of the Bible. Charles Darwin's theory of evolution challenged that belief. The **Scopes Trial**, also known as the Monkey Trial, was the result of a Tennessee state law that forbade the teaching of evolution in public schools. A young biology teacher purposefully defied the law in order to bring a test case, was arrested and defended by the American Civil Liberties Union. The clash of two famous lawyers, Clarence Darrow for the defense and William Jennings Bryan for the state, resolved nothing. Although the teacher was fined, both sides believed that they had won the argument that continues to this day.

The conflict between social conservatives who advocate conformity to a traditional moral code and liberals who advocate individual rights took place in the 1920s and continues today. Students should understand the positions of both conservatives and liberals in the 1920s.

It is not essential for students to know:

Students do not need to know about the sexual revolution of the 1920s or the role of Margaret Sanger in the birth control movement. They do not need to know about the various organizations that supported the right of women to vote or the leadership and various strategies and tactics used to achieve it. They need

not know that the women's movement split over support for the Equal Rights Amendment advocated by Alice Paul nor that the women's suffrage movement evolved into the League of Women Voters. Students do not need to know about the campaign against radicalism during the war or the subsequent jailing of Eugene Debs for speaking out against the war. They do not need to remember that Debs ran for the presidency on the socialist ticket from jail. However they may remember Debs for his role in the Pullman strike during the 1890s (USHC 5.4). They do not need to know about the strikes sponsored by the Industrial Workers of the World (IWW). They do not need to know the details of the post war strikes such as the police officers strike that brought Calvin Coolidge to national attention.

It is not necessary for students to know the details of the sex scandals that led to the decline in popularity of the Klan. Students do not need to know the evolution of the movement for immigration restriction or that the original bill was amended later to make it more restrictive. They need not know that Henry Cabot Lodge led the campaign for its passage or associate immigration restriction with the Republican Party. Students do not need to know the details of the organized crime that developed in the 1920s as a result of prohibition or the details of bootlegging and bathtub gin. They need not know that journalists saw bootleggers deliver to the Harding White House. They need not know that there was also a campaign to outlaw smoking and the use of tobacco during the 1920s. Students do not need to know the details of the Scopes trial or that Clarence Darrow tried to embarrass William Jennings Bryan by putting him on the witness stand and grilling him on his belief in the literal interpretation of the Bible. They need not know that Bryan was a four time presidential candidate but they should remember him from his role in the 1896 presidential campaign (USHC 5.3). They need not know that Bryan died five days after the trial ended.

Assessment guidelines:

Appropriate assessments will require students to **explain** the conflicts between tradition and modernity that marked the 1920s. Students should be able to **summarize, classify** and identify **examples** of the important cultural changes that impacted women and immigrants in the era. Students should be able to **compare** the impact of social conflict and change on various groups within the United States. They should be able to **interpret** maps, graphs, photographs and political cartoons and **infer** their relationship to information about the time period. Students should be able to **interpret** the significance of each of the listed incidents and **infer** its impact on American democracy.

Standard USHC-7: The student will demonstrate an understanding of the economic boom-and- bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

USHC-7.4 Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment. (H, E, G, P)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/future knowledge:

In the 5th grade, students were introduced to the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas. (5-4.1)

In 12th grade Economics, students will learn about the economic cycle. The stock market crash and the Depression provide an opportunity to introduce through concrete examples many of these concepts that students will need to master in their economics course. In Economics, students study how the distribution of income affects public policy. In the 1920s the misdistribution of income contributed to the weakness of the economy (ECON-3.1). Students will explain the effect of surpluses in a market economy and changes in the price of products as a result of surplus. Surpluses caused farmers in the 1920's to get a low price for their crops and thus undermined the economic health of the farm sector of the economy (ECON-2.4). Tax policy of the 1920s led to speculation in the stock market and demonstrates the effect of changes in taxation and government regulation on entrepreneurial decisions (ECON-3.2). An examination of economic policy in the 1920s provides an opportunity for students to contrast the costs and benefits of the American government's economic policies (ECON-7.5). The stock market crash shows the risks and benefits involved in short- and long-term saving and investment strategies (ECON 4.2). Consumer decisions not to spend during the hard times impacted the demand for goods and illustrates the impact of economic decisions and the choices that individuals make on the economy (ECON-4.1). The impact of the crash and evolving depression on the banks demonstrates the roles of and relationships among economic institutions in a market economy, including the banking system and its interaction with business firms and consumers (ECON-5.2). Rising unemployment rates during the 1930s is a good introduction to this measure of economic health (ECON-7.1). The role of the Federal Reserve in the 1920s and 1930s provides a concrete example of inappropriate and ineffective application of monetary policy and an introduction to the structure and function of the Federal Reserve System. (ECON-7.3) The use of pump priming and deficit spending during the New Deal illustrates the role of the money supply in a free market economy (ECON-7.2).

It is essential for students to know:

Students should know that the stock market crash was not the cause of the Great Depression but rather an outward sign of long term problems within the economy. After the crash *signaled* the start of the Depression, it evolved over a period of years spiraling deeper and deeper until the massive government spending during World War II finally ended it. The basic underlying problems in the economy were declining demand and overproduction.

The 1920s *seemed* prosperous with high employment rates and almost no inflation. Industrial production and per capita income were both up, however, this was a false prosperity. The **disparity in incomes and the distribution of wealth** was very large and uneven. The gap between the rich and the poor widened during the 1920s; the wealthiest Americans had a far greater share of the disposable income. The great

majority of Americans lived below the poverty line (\$2500 in 1929 dollars). Wages for most workers fell or stagnated during the 1920s, despite increasing productivity. Companies did not pass on their prosperity to their employees and workers could not afford to buy the products they manufactured. When consumers reached their limit of installment payments, they had to stop spending. This drop in consumer spending led to lay-offs and furthered the inability for workers to spend. It is important for students to understand the cyclical nature of these economic decisions.

During the 1920s, the **farm economy collapsed**. Farmers who had prospered in the war years now faced international competition and depressed prices as well as debts and taxes in the 1920s (as they had in the 1890s USHC 5.3). Farmers' defaults on bank loans placed pressure on banks and many banks failed *before* the crash. These bank failures, in turn, limited the number of loans available for small businesses which then could not expand and hire.

Under the Republican administrations, the federal government abandoned its previous policy of progressivism and **limited the government regulation** of Big Business that had started with the trust-busting of Teddy Roosevelt. Corporations became increasingly powerful. The tariff was raised. The Supreme Court overturned limitations on child labor and minimum wage laws for women. Income **taxes** for the wealthy were slashed; however, this did not help the economy. The wealthy spent a high proportion of their income on luxury goods and could not make up for the loss of spending power of the great majority of the people. Much of their tax savings was put into **investments** in the stock market rather than in new factories, since there was limited demand for goods. Investments in the stock market drove up speculation in businesses that could not sustain profitability in the face of lagging consumer demand. At the end of the 1920s, businesses cut back production; this resulted in excessive inventories. Companies then also invested their money in stock market speculation rather than in production. Investors, noting the large inventories, began to reconsider their investments.

Stock market speculation fueled by a "get rich quick" mentality led to inflated stock values and to a crash. The stock market was not regulated and investors were allowed to buy on the margin. That is, inventors were allowed to borrow on the paper value of their stock in order to buy more stock. When an unusual number of sell orders kicked the bottom out of the market in October of 1929, brokerage firms called in their margin loans. Investors were forced to sell at low prices in order to meet their obligations and as a result stock prices plunged. Although prominent bankers helped to prop up the market for several days, public confidence was shattered. On "Black Tuesday," October 29, 1929, the market experienced the greatest crash in its history, an event that symbolized the end of the false prosperity of the 1920s. Over the next few years, the economy spiraled deep into a depression exacerbated by decisions of individual companies, consumers and investors as well as by the policies of the Federal Reserve.

The **Federal Reserve**, established in 1913 as the nation's central bank, has the capacity to regulate the money supply by making loans to banks, which then make loans to businesses, which hire workers, who buy products. Early in the 1920s, the Federal Reserve pursued easy credit policies. By charging low interest rates on its loans to member banks, the Fed helped to fuel the speculation mania. In the late 1920s, the Federal Reserve initiated a tight money strategy in an effort to curb stock market speculation. By charging higher interest rates for their loans, the Fed discouraged lending. After the crash, they tightened the money supply even more thus making it even harder to limit the effects of the crash. If the Fed had cut interest rates and expanded the money supply, the Depression may not have been as intense or as long lasting.

Government policies did little to halt the downward spiral of the economy. In an effort to protect American industries from foreign competition, Congress passed a very high tariff in 1930. The taxes on imports further damaged the economy by depressing international trade. Foreigners were unable to sell their goods in US markets, and so could not buy American products. In reaction to this U. S. policy,

foreign nations imposed trade barriers of their own, stifling international trade and further exacerbating the depressed condition of the world's economies. President Hoover urged companies to voluntarily maintain wages and hours, but this was impossible in the face of much lower consumer demand. Companies instead laid off workers and cut hours. Advocating the American value of "rugged individualism," Hoover urged confidence and announced that "prosperity is just around the corner."

The Great Depression had a devastating **impact on the lives of many people**. It was the worst economic disaster to ever hit the United States. The unemployment rate reached 25%. The United States had no system of unemployment insurance like other western countries. Unable to pay mortgages or rents, people lost their homes and took to the streets wandering from town to town looking for a job or selling apples or pencils door to door. Wages and hours of those who were lucky enough to still have jobs were cut. Those with jobs stopped buying anything but the most essential goods and consequently prices fell even further. "Runs" on the banks took place when people tried to withdraw their savings because they feared that the bank would close taking their savings with it. This panicked rush of withdrawals often caused banks to collapse and many investors lost their savings as a result. Students should be familiar with the images of the Depression: soup kitchens, bread lines, Hoovervilles, the Dust Bowl and Okies fleeing to California. Many were undernourished. Schools closed because communities could not pay their teachers; many teachers worked for nothing. The Great Depression took a terrific toll on families. Marriages were delayed and the birthrate fell. Although divorce rates also declined, many men abandoned their families. Other families pulled together to help each other out. Unemployed men lost status and women and children were forced into the work force to find whatever menial job might feed their families. States and private charities could not alleviate the suffering created by the Great Depression. Increasingly, people looked to the federal government for solutions.

The Dust Bowl affected the **environment** of the western plains and also produced additional human tragedy. The fragile environment of the plains had been damaged by overgrazing beginning in the 1890s. During World War I, farmers had plowed the plains and planted wheat which destroyed the sod that held the soil. When drought and winds came in the 1930s, the top soil blew away. Tenant farmers were evicted from the land and became migrant workers, roaming the country in search of work. In the election of 1933 the American people demanded help from their government.

It is not essential for students to know:

Students do not need to know the exact dates of the crash although they *should* know 1929. They do not need to know that J. P. Morgan put up \$20 million to try to stop the crash after the selling spree on Black Thursday. Students do not need to know the name of the high tariff of 1930, Hawley-Smoot. They do not need to know that President Hoover went farther than any president before him to address the problems created by the Great Depression. They do not need to know about the Hoover administration's Reconstruction Finance Corporation, designed to give government loans to businesses and banks but not to individuals, or the President's Organization on Unemployment Relief, designed to encourage private charity for relief of the destitute. They do not need to know that Hoover rejected the repeal of Prohibition or that he vetoed bills that would give direct federal relief to individuals. They do not need to remember the Farmers' Holiday Association or the Bonus Army, although these are good indications of human suffering and desperation.

Assessment guidelines:

Appropriate assessments will require students to **explain** the causes and effects of the crash and Depression. Students should be able to **classify** and **identify examples** of the causes for the Depression. They should be able to **interpret** the relative importance of each of these causes and be able to **infer** their impact on human beings. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. Students should be able to **compare** the

impact of the crash and depression on various groups of people in the United States. They should be able to **summarize** the impact on human beings and on the environment during the Depression era.

Standard USHC-7: **The student will demonstrate an understanding of the economic boom-and- bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.**

USHC-7.5 Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement. (H, P, E)

Taxonomy Level: 2.2 B Understanding/ Comprehension

Previous/ future knowledge:

In the 5th grade, students were introduced to the lasting effects on government of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps. (5-4.1)

In the 7th grade, they studied the worldwide depression of the 1930s, including the economic crash of 1929 and political responses to the depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain. (7-5.3)

In the 8th grade, students focused on the effects of the Great Depression and the lasting impact of New Deal programs on South Carolina, including the Rural Electrification Act, the Civilian Conservation Corps, Works Progress Administration and Public Works Administration building projects, the Social Security Act, and the Santee Cooper electricity project. (8-6.5)

In 12th grade, students will take both American government and economics. An understanding of the role of the federal government in meeting the problems of the Great Depression will help students to understand many of the concepts in American Government and Economics. The response of government to the problems of the Great Depression is an important example of the need for cooperative action in the face of political and economic crisis and will help students to prepare to summarize arguments for the necessity and purpose of government and politics, ...including the idea that the purposes of government include enhancing economic prosperity ... (USG-1.1).The purpose and impact of the Agricultural Adjustment Act will help students to understand the effect of shortages and surpluses in a market economy,... changes in the price of products as a result of surplus or shortage (ECON-2.4) An understanding of the banking crisis and the impact of the Federal Deposit Insurance Corporation and the Security and Exchange Commission will help students to understand the roles of and relationships among economic institutions in a market economy, including the banking system and its interaction with business firms and consumers, the economic circular flow model, the function of financial and securities markets (ECON-5.2). A discussion of the labor policies of the New Deal, including the Wagner Act and the Fair Labor Standards Act, will help students to understand the impact of labor unions on the American economy (ECON-5.2). Discussions about the role of the federal government during the New deal will prepare students to compare the various functions and roles of the government in the United States economy, including providing public goods, defining and enforcing property rights, correcting externalities and regulating markets, maintaining and promoting competition in the market, protecting consumers' rights, and redistributing income (ECON-6.1). Analysis of New Deal economic data will help students to understand the importance of unemployment rates (ECON-7.1) in determining the health of the economy. An understanding of deficit spending and pump priming will help students to understand the role of the money supply in a free-market economy... (ECON-7.2) and the purposes and effects of fiscal... policies...(ECON-7.3).

It is essential for students to know:

This is one of the most complex indicators in the United States History standards and is an area of emphasis in USHC 7. It is essential for students to understand that the New Deal was *not* an attempt to introduce socialism in the United States, *although* many critics branded it as such. Indeed, some historians argue that because of the New Deal policies, capitalism was saved. It is also essential for students to understand that, although the New Deal policies alleviated some suffering and offered hope to Americans in their bleakest hour, they did not solve the economic problems of the Depression. Rather, government spending during World War II ended the Depression. They must also understand that, as a result of the reforms initiated during the New Deal, the United States has not suffered another economic depression of the magnitude of the Great Depression. Although it is not essential for students to remember the names of the legislation passed during the New Deal, it is essential that they understand how each of the agencies established was intended to address the goals of relief, recovery and reform.

This indicator requires that students be able to compare the first and second New Deals. They should be able to identify the **first New Deal** as the initial response started during the First Hundred Days that attempted to stabilize the economy, help it recover and relieve human suffering. It also included some successful and enduring reforms. The closing of the banks for a bank holiday stopped the escalating collapse of the banking industry. Roosevelt's first fireside chat encouraged people to trust in the banks and when the banks reopened, the panic had subsided. Government insurance of bank deposits instilled confidence in the safety of banks [Federal Deposit Insurance Corporation (FDIC)]. Regulations were placed on the stock market to prevent the conditions that led to the crash [Securities and Exchange Commission (SEC)]. The federal government sent millions of dollars to the states to use for relief, using deficit spending to boost the economy and 'prime the pump.' Farmers were paid government subsidies so that they would not plant so many crops, which addressed the traditional problem of overproduction and low prices [Agricultural Adjustment Act (AAA)] (USHC 5.3). Although this program stabilized prices and raised farm income, it hurt sharecroppers and tenant farmers by taking some farm land out of production. Rural electrification programs brought power to many. The government built dams to generate electricity for people in seven states [Tennessee Valley Authority (TVA)]. This created jobs for thousands of people who spent their government paychecks and thus stimulated the economy. Unemployed young men were given work in the nations' parks [Civilian Conservation Corps (CCC)]. Other programs built bridges, hospitals, schools and air fields. Spending on cultural programs provided work to thousands of writers, artists and actors and established the precedent for federal support of the arts [Works Progress Administration (WPA)]. Job creation programs put some people to work, alleviated their despair and economic hardship and pumped some money into the economy. However, the New Deal did not result in economic recovery.

Students should understand that **criticism of the New Deal** from both conservatives and liberals and rulings by the Supreme Court that struck down some New Deal programs led to the Second New Deal. Criticism from the political Right was that the New Deal was too expensive and socialist. Franklin Delano Roosevelt was accused of taking too much power for the federal government and the executive branch and critics compared him to fascist leaders in Europe. The conservative Supreme Court undermined New Deal programs. The Court struck down a program designed to help the economy stabilize and recover by establishing business codes of fair practices written by representatives of business, labor and government [NRA]. By declaring this program [NRA] unconstitutional, the court also struck down other provisions that it included such as the right of labor unions to organize and bargain collectively for workers and minimum wage and maximum hour provisions. The court also struck down the subsidies for farmers [AAA]. The court-packing plan fueled this criticism from the Right. Although the court-packing plan promoted a backlash against Roosevelt, afterwards the court did not overturn any subsequent New Deal legislation. FDR was also criticized for the unbalanced budget. Critics on the political Left claimed that Roosevelt was not doing enough to redistribute income and help the elderly and the poor. Labor unions demanded recognition.

The **second New Deal** started in 1935 with a Second Hundred Days that rejected the criticisms of the Right and responded to the criticisms of the Left. It placed an emphasis on *reform* of the system while maintaining *relief* and *recovery* efforts. The New Deal established minimum wage and maximum hours [Fair Labor Standards Act] and recognized the right of workers to organize in labor unions and bargain collectively [Fair Employment Practices Act (Wagner Act)]. A national insurance policy was established for the unemployed, the disabled, the elderly and dependent children [Social Security Act]. Workers would pay into the plan for protection against unemployment and for retirement. Although the program did not cover all workers, it became the most significant and enduring part of the New Deal and later significantly impacted the poverty level. Social Security, however, did nothing to immediately aid the recovery from the Depression since it took money out of paychecks and did not make payments immediately. Critics of the New Deal cite the Social Security Act as evidence of going too far and laying the foundation for excessive social welfare.

African Americans were affected by the privation of the Depression and by discrimination and racial hostility. They were the last hired and the first fired. Forty-eight percent of black workers were unemployed in 1933 and they were not protected by the programs of the New Deal. The farm subsidies paid to landowners hurt the sharecropper and tenant farmers, who were often African American. The CCC was racially segregated and the TVA gave skilled jobs to whites. However there were significant attempts to address racial discrimination as President Roosevelt consulted the “Black Cabinet,” a group of African American government employees (not Cabinet members, however). Eleanor Roosevelt championed Marian Anderson against the Daughters of the American Revolution and arranged for her concert on the steps of the Lincoln Memorial. After African Americans threatened a march on Washington, a commission was established to protect the rights of African American workers in wartime industries [Fair Employment Practices Commission (FEPC)]. Consequently, northern blacks began to vote for the Democratic Party.

During the Depression, **women** had to “use it up, wear it out, make it do or do without.” They also had to find whatever work they could to help their families, despite job discrimination based on the idea that they were taking jobs away from men. The New Deal did *not* address the specific problems of women. The CCC was limited to young men and other New Deal programs hired many more men than women. Some early business codes [National Recovery Administration (NRA)] allowed a lower minimum wage for women. The Social Security Act failed to provide coverage for many women workers. However, President Roosevelt named the first woman to a cabinet level position and relied upon his wife Eleanor for advice and information.

The New Deal should be understood as part of the pattern of reform movements in the United States. Although the New Deal recognized the role of labor unions and established minimum wage and maximum hours standards that were a goal of the unions of the late 1800s and the progressive movement of the early 20th century, advancements for unions came under attack again in the 1950s. The New Deal was both a continuation of the progressive movement and a precursor to the reform movement of the 1960s, including the civil rights movement and the Great Society.

It is not essential for students to know

Students do not need to know the names (or initials) of all of the legislation and or agencies established during the New Deal. However, they should know the major and enduring ones such as the FDIC, SEC and Social Security. Students do not need to know that during the Roosevelt administration Prohibition was repealed and the United States went off of the gold standard. Students do not need to know the names or roles of the many advisers of President Roosevelt known as the Brain Trust, but *should* know about the role played by Roosevelt’s wife Eleanor.

Although students need to know about the role of the Supreme Court in undermining the first New Deal, they do not need to know the names of the specific cases such as the “sick chicken” case of *Schechter vs. the U.S.* that found the NRA unconstitutional or *U.S. v Butler* that overturned the AAA. They do not need to know the basis that the court used to overturn this legislation. Students do not need to know the specifics of the court packing plan. They do not need to know the names or the proposals of FDR’s critics such as Father Charles Coughlin, Dr. Francis Townsend, or Huey Long.

Students do not need to understand that the impact of FDR’s attempts to balance the budget led to the recession of 1937. They do not need to know that deficit spending in order to “prime the pump” of the economy is based on the theory of John Maynard Keynes and is sometimes referred to as Keynesian economics.

It is not necessary to evaluate the policies of the 1930s based on subsequent social, economic and demographic changes such as medical advances that prolonged life expectancy and today places the Social Security program in jeopardy. Nor is it necessary to evaluate the Social Security Act based on the subsequent increase in the number of people who developed a dependence on the public dole.

Students do not need to know specifics of the sit-down strikes of the 1930s, nor do they need to know that the Congress of Industrial Organizations’ split with the American Federation of Labor. They do not need to know the names of the members of the Black Cabinet or the name of Frances Perkins, the first woman Cabinet member. They do not need to know the story of the Scottsboro boys or about the increased number of lynchings that took place during the 1930s. They do not need to know that A. Philip Randolph organized the threatened march on Washington that led to the creation of the FEPC.

Assessment guidelines:

Appropriate assessments will require students to **explain** the basic successes and failures of the two phases of the New Deal and how criticism of the New Deal propelled it to become more responsive to the long term need for reform of the system. Students should be able to **compare** the first and second New Deals as to their primary purpose and their degree of success. They should be able to **summarize, classify** and **identify examples** of New Deal programs that addressed the need for recovery and reform during the Great Depression. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. They should be able to **interpret** the significance of New Deal legislation and **infer** its impact on women, minorities, workers and the American economy and politics.

Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

USHC-8.1 Analyze the United States' decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler, and in Japan under Hideki Tojo; the United States' movement from a policy of isolationism to international involvement; and the Japanese attack on Pearl Harbor. (H, P)

Taxonomy Level: 4B Analyze /Conceptual Knowledge

Previous/future knowledge:

In the 5th grade, students explained the principal events related to the United States' involvement in World War II. This included the bombing of Pearl Harbor,...and the role of key figures of the period (5-4.4).

In the 7th grade, students summarized aspects of the rise of totalitarian government in Germany, Italy, Japan, and the Soviet Union, including Fascist aggression and the responses of major powers and the rise of Joseph Stalin. (7-5.4) Students also explained the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States...and the roles of political leaders (7-5.5).

In Global Studies, students explained the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States...and the political leaders during the time (GS-5.4). Students compared the ideologies and global effects of totalitarianism, Communism, Fascism, Nazism, and democracy in the twentieth century, including Lenin's adaptation of Marxism in Russia, the rise of Fascism and Nazism in Europe, and militarism in Japan prior to World War II (GS5.5).

It is essential for the students to know:

World War I, the Treaty of Versailles and economic depressions laid the groundwork for the rise of **totalitarian regimes** in Italy and Germany. Nineteenth century imperialism by western powers and rapid industrialization in Japan led to that nation's government coming under the control of the military. Students should recall some details about the rise of Mussolini, Hitler and Tojo from both 7th grade and Global Studies. They should know that a totalitarian government is a 20th century phenomenon in which the interests of the state supersede all interests of the individual. Fascism, however, was not a communist form of government but rather was a manifestation of capitalism's fear of communism. They should understand the influence of propaganda on effective control of the population by these governments.

Students should know that both Adolph Hitler and Franklin Delano Roosevelt came into office in 1933 amidst the social and economic upheaval of the Great Depression. FDR told the American people that they had "nothing to fear but fear itself," while Hitler raised the longstanding fear of and prejudice against the Jews as the source of all of Germany's political and economic troubles. Hitler justified his aggressive military actions as corrections to the punitive Versailles Treaty and European powers acquiesced with a policy of appeasement. During the 1930s, the Congress passed a series of neutrality acts designed to prevent war based on America's experiences prior to their entrance into World War I and on Americans' disillusionment with the Great War. These acts prohibited the sale of arms or lending of money to countries involved in any military action. This initiated a policy of **isolationism** from foreign conflicts and severely restricted the ability of President Roosevelt to respond to the aggression of Nazi Germany and a militaristic Japan. The Japanese invasion of Manchuria in 1931 initiated the aggressive Japanese

policy against China and Indochina that was designed to create a Japanese sphere of economic domination. The response of the United States to Japan's aggressive actions was hampered by isolationism, but included trade restrictions which the Japanese viewed as threatening. When Hitler broke the Munich Pact by invading Czechoslovakia, the European policy of appeasement ended.

The German invasion of Poland in 1939 led to war in Europe. French and British forces fell back against the onslaught of the Nazi blitzkrieg and the British came under devastating air attack. FDR sought ways to provide aid within the confines of the neutrality acts and to change American policy from **isolationism to international involvement**. This led to the progressively more involved policies of "Cash and Carry," the destroyers-for-bases deal and Lend Lease. Roosevelt's commitment to oppose German and Japanese aggression was evidenced by the Quarantine Speech and the signing of the Atlantic Charter. Prior to the official entry of the United States into World War II, the American navy was involved in protecting shipments of Lend Lease goods to the Allies and therefore lost ships in the Atlantic to German attacks. By 1941, the United States was in a state of undeclared naval war with Germany. The **Japanese surprise attack on Pearl Harbor** on December 7, 1941 forced the United States to officially abandon its policy of isolationism. The subsequent American declaration of war against Japan led Germany to declare war on the United States, making the United States officially at war with Germany and its allies, Japan and Italy.

It is not essential for the students to know:

Students do not need to remember the details of the rise of Mussolini, Hitler or Tojo in their respective countries but *should* know how these totalitarian regimes threatened and then disrupted world peace. They do not need to remember all of the details of their aggressions such as the "Rape of Nanking," the remilitarization of the Rhineland, the annexation of Austria, or the invasion of the Sudetenland. They need not know that the Spanish Civil War was a dress rehearsal for World War II, as Germany and Italy supported the forces of Francisco Franco against the legitimate communist-dominated republican government in Spain. They do not need to know about the Italian invasion of Ethiopia. It is not necessary for students to understand the differences among the three neutrality acts. Any discussion of the conspiracy theory surrounding the bombing of Pearl Harbor would be counterproductive, as this theory has been refuted by historians.

Assessment guidelines:

Appropriate assessments will require students to **analyze** the factors that led to the rise of three strong totalitarian governments in the 1920s and 1930s. Students should be able to **compare** the totalitarianism of Hitler, Mussolini and Tojo to democracy in the United States and Great Britain. Students should be able to **explain** why the United States Congress passed the Neutrality Acts and how these limited the options available to President Roosevelt. Students should be able to **compare** the circumstances that led the United States to enter World War I to the circumstances leading up to World War II. They should be able to **interpret** maps and political cartoons to **infer** their relationship to information about the time period.

Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

USHC-8.2 Summarize and illustrate on a timeline the major events and leaders of World War II, including the battle of the Bulge and major battles at Midway, Normandy, Iwo Jima and Okinawa; turning points for the Allies; dropping atomic bombs on Hiroshima and Nagasaki; and roles of Roosevelt, Churchill, and deGaulle. (H)

Taxonomy Level: 2 B Understand/ Conceptual Knowledge

Previous/future knowledge:

In the 5th grade, students explained the principal events related to the United States' involvement in World War II—including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki—and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler (5-4.4). Students summarized key developments in technology, aviation, weaponry, and communication and explained their effect on World War II and the economy of the United States (5-4.6).

In the 7th grade, students explained the causes, key events, and outcomes of World War II, including ...the major turning points of the war and the principal theaters of conflict; the importance of geographic factors; the roles of political leaders; and the human costs and impact of the war both on civilizations and on soldiers (7-5.5).

In Global Studies, students explained the causes, key events, and outcomes of World War II., including... the major turning points of the War and the principal theaters of conflict; the importance of geographic factors during the War; and the political leaders during the time (GS-5.4).

It is essential for the students to know:

An understanding of the **timeline** of major events during World War II is vital to comprehending the war itself and the postwar tension that developed between the wartime allies, the United States and the Union of Soviet Socialist Republics (USHC 9.2). Allied leaders, Winston **Churchill** of Great Britain, Franklin Delano **Roosevelt** of the United States, Joseph Stalin of the Soviet Union and Charles **DeGaulle** of the free French, met throughout the war to plan strategy and to make post-war plans.

Students should understand the critical role of the major battles in the European Theater, such as Operation Torch, Stalingrad, D-Day and the Battle of the Bulge. They should also understand that the Soviet Union, taking the brunt of German aggression in 1941-1944, desperately wanted the other Allies to open a second front in Europe. Its delay increased tensions between the allies. The first invasion of North Africa [Operation Torch] was to free the Mediterranean Sea from German control, protect the oil fields of the Middle East and to take some pressure off of the USSR. The Soviet's resistance at Stalingrad turned the tide on the eastern front. Allied landings in Italy brought its surrender but German forces continued the bitter fight on the Italian peninsula. The invasion of **Normandy** on D-Day finally provided the long awaited western front. The **Battle of the Bulge** was the last German offensive and the beginning of the end for the Nazis. American, British and French forces marched towards Berlin from the west as the Soviets moved toward Berlin from the east, laying the foundation for the post-war division of Berlin and Germany and Cold War tensions there.

Battles in the Pacific theater, such as **Midway, Iwo Jima, and Okinawa** demonstrate the United States' strategy of island-hopping to get close enough to the Japanese home islands to launch air attacks. Each of these battles represents a major turning point in the Pacific theater. The unexpected naval victory at **Midway** stopped the Japanese advance and put them on the defense. **Iwo Jima** was needed as a base for

the Allied heavy bombers and **Okinawa** was the last major island needed before the invasion of the home islands of Japan. Battles for these islands demonstrated the tenacity of Japanese soldiers and the cost in American lives that any invasion of the Japanese home islands would entail. They explain why the United States was determined to have the Soviet Union help in the Pacific theater and why the Soviets occupied northern Korea at the end of the war. The decision to drop the atomic bombs on **Hiroshima and Nagasaki** was designed to prevent the necessity for landing and fighting on the Japanese home islands and consequently prevent large numbers of American casualties. As a result, the Japanese surrendered unconditionally before American troops landed on their home islands.

It is not essential for the students to know:

Other specific battles such as the retreat from Dunkirk, the Battle of Britain, or the landings at Palermo are not essential. Students do not need to remember specific events such as Doolittle's Raid. Specific tactics of the German subs or the scorched earth policy or special groups, such as the 101st Airborne division, do not need to be remembered. It is not necessary for students to be able to recall the names of the specific conferences held by the allied leaders such as Casablanca, Teheran, Yalta or Potsdam nor the specific decisions that were made at each meeting. The details of the Manhattan Project are not essential to understand the strategy of dropping the two bombs. The theory that the atomic bombs were dropped as a warning to the Soviet Union and the first shots of the Cold War need not be discussed.

Assessment guidelines:

Appropriate assessments would require students to be able to **summarize** the progress of the war effort and the impact of wartime decisions on the relationship of the allies. They should be able to **classify** events as belonging to the war effort in the Pacific or European theaters. Students should also be able to **compare** the strategies and outcome of World War II to those of World War I and to **infer** the impact of those strategies on the post-war tension between the United States and the Soviet Union. They should be able to **interpret** maps and graphs and **infer** their relationship to information about the time period.

Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

USHC-8.3 Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans. (H, E)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge

In the 5th grade, students summarized the political and social impact of World War II including changes in women's roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments (5-4.5). They also summarized key developments in technology, aviation, weaponry, and communication and explained their effect on World War II and the economy of the United States. (5-3.6)

In the 7th grade, students explained the... outcomes of World War II, including the human costs and impact of the war both on civilizations and on soldiers (7-5.5).

In the 8th grade, students summarized the significant aspects of the economic growth experienced by South Carolina during and following World War II (8-7.1).

It is essential for the students to know:

The fighting of World War II required the total **mobilization** of the American economy and the United States government and American society on the home front. At the urging of the Roosevelt administration, private industries converted to war production even before Pearl Harbor to supply the allies through Lend Lease. In order to finance the war, **war bond drives** marshaled all of the techniques of modern advertising to persuade citizens to lend money to the American government by purchasing war bonds. Although citizens were urged to plant victory gardens and conserve resources as during World War I, persuasion was not enough. During World War II, **rationing** of scarce resources was made mandatory through the allocation of ration coupon booklets.

It was the war effort that finally pulled the United States out of the Great Depression by providing jobs for not only men but also for **women and minorities**. Because young men were needed on the battle field, women were urged to join the workforce and often took traditionally male jobs. "Rosie the Riveter" became an icon of the period. A leader of an African American labor union [A. Philip Randolph] threatened to organize a march on Washington demanding equal access to war-time jobs. In response, President Roosevelt issued an executive order establishing a commission to ensure that war time jobs be open to African American workers. Mexican workers were also welcomed into the United States to take the place of American farm workers who had enlisted or been drafted.

Racial and ethnic tensions impacted American society despite the unifying experience of the war effort and wartime propaganda. African American soldiers served in segregated units and faced discrimination as they trained on military bases in the South. Many young northern African Americans experienced the humiliation of Jim Crow laws for the first time. Young Mexican Americans were attacked in Los Angeles because their clothing was considered un-American. After Pearl Harbor, the western states, fearing a surprise attack and expressing their ethnic prejudices, urged President Roosevelt to take action against their Japanese residents and Japanese American citizens. Without any evidence of wrong doing, Japanese residents and Americans of Japanese descent were ordered to sell their property and belongings and to report for deportation to camps in inland deserts. The Supreme Court upheld the establishment of these **internment** camps by the United States government.

It is not essential for the students to know:

Students do not need to recall the names of the various government agencies that organized and supervised mobilization such as the War Production Board, the Office of Price Administration or the Fair Employment Practices Commission. They need not know about the role of Hollywood in the war bond drives or the number of such drives. They do not need to know about the role of women in the military through the WAVES and the WAACS or as nurses or about the role of specific African Americans during the war, such as the Tuskegee Airmen. They do not need to know that A. Philip Randolph was the leader of the Brotherhood of Sleeping Car Porters or that he was the organizer of the March on Washington in 1963. They do not need to remember that the program to bring Mexican workers to the United States was called the *bracero* program or that their offending clothing was the zoot-suit. They do not need to be able to recall that *Korematsu vs United States* was the case that upheld the right of the government to confine Japanese Americans in internment camps or that his position was later reversed and restitution paid to surviving internees. Students do not need to remember that some Japanese Americans, such as Senator Daniel Inouye, were allowed to serve as American soldiers in the European theater.

Assessment guidelines:

Appropriate assessments would require students to be able to **compare** the wartime economy and racism during World War I and World War II. Students should be able to **explain** the impact of the war effort on the depressed American economy and its impact on women and minorities. They should be able to **interpret** maps, graphs and propaganda posters and **infer** their relationship to information about the time period. They should be able to **infer** long term consequences for minorities in the post-war period such as the civil rights and women's rights movements.

Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

USHC-8.4 Summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials. (H)

Taxonomy Level: 2B Understand /Conceptual Knowledge

Previous/future knowledge:

In the 7th grade, students summarized the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the “Final Solution,” and the war crimes trials at Nuremberg (7-5.6).

In the Global Studies, students were required to exemplify the lasting impact of World War II, including the legacy of the Holocaust (GS-5.6).

It is essential for the students to know:

German action against the Jews was part of the Nazi propaganda machine and was based on both Social Darwinism and longstanding prejudice against the Jews. Anti-Semitism became the official policy of the German government in the early 1930s with the Nuremberg Laws, which restricted the rights of Jews in Germany and culminated with the **Holocaust**, Hitler’s effort to rid Europe of its entire Jewish population. The program of genocide carried out by the German government resulted in the extermination of 6 million Jews and 5.5 million others.

Before the end of the war, the **response of the United States and the Allies** was severely limited. Although passage of the Nuremberg laws and the organized attacks on Jews such as *Kristallnacht* were widely reported, little action was taken by the world community to stop the Nazis. Immigration laws were not eased to grant asylum to Jewish refugees. No military action was taken to interrupt the shipment of people to the death camps. As the war ended, the death camps of the Final Solution horrified the soldiers who liberated these camps and the public. The Allies responded to the war crimes committed during World War II by Adolph Hitler and the German Nazis by identifying war criminals and putting them on public trial. At the **Nuremberg War Crimes Trials**, 24 Nazi officers and civilians were charged with crimes against humanity. Although many pleaded that they were “just following orders,” the conviction and death sentence of 12 Nazis demonstrated that individuals are responsible for their own actions. The Nuremberg trials established the precedent for future trials on war crimes. It has not, however, brought an end to genocide.

The establishment of the state of Israel after the war, the prompt recognition by the United States of Israel and the U.S.’s continuing support for Israel in the Middle East are a result of the impact of German war crimes on the conscience of the world and of the United States.

It is not essential for the students to know:

Students do not need to know the details of the United States policy towards Jewish immigrants before the outbreak of the war, including the rejection of the *St Louis* passengers. They do not need to understand the controversy over the lack of American effort during the war to stop the death camps. They do not need to know the details of the war crimes trials nor the names of those who were tried and convicted. They do not need to know specifics about other examples of genocide such as the Armenian massacre of the 1920s, the actions of the Khmer Rouge in Cambodia in the 1970s, the ‘ethnic cleansing’ committed during the civil war in Bosnia, the slaughter in Rwanda in the 1990s, or the Darfur crisis today.

Assessment Guidelines:

Appropriate assessments would require students to be able to **summarize the** world's response to the Final Solution, **infer** the effectiveness of the war crimes trials as a deterrent to future actions, and **explain** the reason for the establishment of, and American support for, the state of Israel.

Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

USHC-8.5 Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns. (H, G, E)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized key developments in technology, aviation, weaponry, and communication and explained their effect on World War II and the economy of the United States (5-4.6). Students also explained the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade (5-4.7). They summarized changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology (5-5.2).

In the 7th grade, students explained the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet (7-7.2). They explained global influences on the environment, including the effects of increases in population, the growth of cities, and efforts by citizens and governments to protect the natural environment (7-7.3).

In the 8th grade, students summarized the significant aspects of the economic growth experienced by South Carolina during and following World War II (8-7.1).

In Global Studies students exemplified the lasting impact of World War II, including...the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war ... (GS-5.6).

It is essential for the students to know:

Scientific and technological developments after World War II were stimulated by military funding during World War II in such programs as the Manhattan Project and included the development of jet aircraft, radar, microwaves, computers and synthetic rubber in addition to the research and development of the atomic bomb. The Cold War further stimulated the production of weapons systems which resulted in a myriad of military products including the hydrogen bomb. The space race, accelerated by the launch of Sputnik by the U.S.S.R., included the launching of unmanned satellites (impacted worldwide communication), manned space flights, the U.S. moon landing, and the development of the international space station. These advancements soon impacted the **standard of living** and the consumer culture with microwave ovens, personal computers and an ever-expanding array of television channels through use of satellites. Consumer products such as the automobile and air conditioning had a significant impact on travel and migration patterns and led to a greater dependence on foreign oil. Nuclear energy held a potential for cheap and available energy that was limited by popular concern about its safety.

The postwar period also saw **medical advancements** that impacted the health of the American people. Penicillin was used extensively during the war and stimulated the search for other miracle drugs. In the postwar period, scientists developed various vaccines to prevent childhood and other diseases, such as polio. Surgeons who had treated wounded soldiers came home to develop new surgical techniques

including advancements in heart surgery. These life-saving techniques impacted **demographic patterns** as Americans lived longer and the infant mortality rate fell. Such changes profoundly impacted society and politics.

The demand for foodstuffs during the war and prosperity of the postwar period led to **improvements in agricultural technology**. The widespread use of pesticides and chemical fertilizers provided a greater array of foods and improved nutrition which further impacted demographics. Reliance on chemicals to increase crop yields also had a long-term environmental impact and resulted in environmental legislation in the 1970s and, eventually, a worldwide concern about global warming.

It is not essential for the students to know:

Although students do need to know that such diseases as polio were effectively eradicated, they do not need to know the specific vaccines such as the Sabin or the Salk vaccines. They do not need to know the details of the Manhattan Project nor how an atomic bomb works. They do not need to know about the many failures of the American rocket program. They do not need to know the chronology of the space program or the names of astronauts who contributed to American space 'firsts.' They do not need to know about Rachel Carson's *Silent Spring* or about the Kyoto Treaty. They do not need to know about Three Mile Island or specifics about the debate over the use of nuclear power.

Assessment guidelines:

Appropriate assessments would require students to be able to **summarize** the impact of wartime research and development on the initiation of technological advancements. Students should be able to **explain** the impact of such research on the standard of living and demographic patterns. Given **examples** of technological advancements, students should be able to **identify** them as examples of technological changes associated with World War II and the postwar period. They should be able to **interpret** maps, graphs and political cartoons to **infer** their relationship to information about the time period.

Standard USHC-9: The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.

USHC 9.1 Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society. (H, E)

Taxonomy Level: 2.2-B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized the impact of cultural developments in the United States following World War II, including the significance of pop culture and mass media and the population shifts to the suburbs (5-5.1). They studied the changes in the United States economy, including the expanding job market and service industry, consumerism, and new technology (5-5.2).

In 8th grade, students summarized the significant aspects of economic growth experienced by South Carolina during and following World War II, including the contributions of Governor Strom Thurmond in promoting growth; the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site the scarcity of labor unions (8-7.1) and the expanding role of tourism in South Carolina's economy (8-7.2).

It is essential for students to know:

Educational programs expanded as a result of postwar conditions. Veterans returning from war took advantage of the GI Bill [Servicemen's Readjustment Act] to attend colleges and trade schools thus providing a more educated and skilled work force that would, in turn, promote economic and cultural growth in the postwar period. The end of the Great Depression and World War II and the prosperity of the 1950s contributed to an explosion in the birthrate. This baby boom led to an increase in the number of school age children and placed a strain on the educational system so that new schools were needed. The Cold War, intensified by the launch of Sputnik in 1957, resulted in an increased emphasis on quality **education**, especially in science and math. Prosperity allowed young people to stay in school longer and more young women attended college.

Returning veterans who married and began families needed more housing, spurring **suburbanization**. The baby boom of the late 1940s and 1950s also contributed to the growth of suburbia. The GI Bill made available federal loan guarantees to veterans buying homes or starting new businesses. The wide availability of the automobile and the expansion of highways by the national government [Federal Defense Highway Act] during the Eisenhower administration accelerated the growth of suburbs. Shopping malls, motels and fast food restaurants followed. Population shifts during and after World War II contributed to white flight from the cities and also spurred suburbanization. As a result of the concentration of war industries in cities of the Northeast and the west coast, many African Americans moved from the South during the war and continued to move in the 1950s and 1960s to escape poverty and racism. As middle and upper class people moved to the suburbs, so did jobs and businesses, leaving the cities with high unemployment, limited services and a shrinking tax base. This set the stage for the race riots of the 1960s.

Pent-up demand for consumer goods that were unaffordable during the Depression years and unavailable during wartime created markets for a wide array of goods and services and helped to recreate a **consumer culture**. The baby boom also contributed to the expanding consumer culture as parents bought items designed specifically for their growing families. Demand led to an increase in production, more jobs and consequently an economic boom during the 1950s. The Cold War also contributed to economic growth

as the government spent more money on weapons systems and the growing defense industries hired workers. Americans had the highest standard of living in the world by the end of the 1950s. The expanding consumer economy offered more jobs in ‘white-collar’ occupations such as clerical, professional or managerial positions in sales, advertising, insurance and communications rather than traditional ‘blue-collar’ manufacturing jobs. As middle class Americans had more money to spend, businesses offered more products to buy and advertised through expanding print and TV mediums as well as billboards along new highways. TV played a significant role in fostering the consumer culture and promoting a ‘buy now, pay later’ mentality that fostered a heavy use of credit cards, first introduced in the 1950s, which resulted in rising consumer debt.

The postwar development of the consumer culture helped to produce a **secularization of society** and a reaction against this secularization in a **reemergence of religious conservatism**. Supreme Court rulings outlawing prayer in public school and allowing abortion, the civil rights movement, the women’s movement, the sexual revolution and other “challenges” to the moral fiber of America led to the establishment of religious organizations that supported conservative positions on political, social and moral issues. Fundamentalist televangelists founded churches and educational institutions and used the power of television to raise money to support them. By the 1970s, they developed political organizations such as the Moral Majority and the Christian Coalition to support ‘moral’ candidates, such as Ronald Reagan, who opposed abortion, took ‘pro-family’ positions and opposed the increasing role of the welfare state. For clarity of historical chronology, this portion of the indicator may be taught after teaching the civil rights movement (USHC 9.5).

Changes that took place on the home front during World War II such as the expansion of the **role of women** in the workplace (Rosie the Riveter) and the opportunities for African Americans in war both in the armed services and in industry [Federal Fair Employment Practices Board] helped to lay the foundation for the women’s rights and the African American civil rights movements of the postwar period. Women were displaced from their wartime jobs by returning veterans. In the late 1940s and 1950s, many returned to traditional roles of wife and mother. The consumer culture impacted the role of women as increasingly their role as the chief consumer of the family was emphasized through advertising. Media, both TV and print, glorified the role of the traditional homemaker. Suburban living increased women’s sense of isolation and many found consumerism unfulfilling. Although 40% of women held jobs outside of the home by 1960, their career opportunities were limited to nursing, teaching, domestic service, social work, retail sales and secretarial work. Few women were promoted to managerial positions and women’s pay was a fraction of what men earned. As more young women graduated from college, they were frustrated by their inability to find and advance in jobs that matched their skills. The publication of *The Feminine Mystique* by Betty Freidan in the early 1960s helped launch the modern women’s rights movement. The women’s rights movement will be more fully explored in USHC 9.5.

It is not essential for students to know

Students do not need to know the details of the GI Bill, such as that it provided a year’s worth of unemployment benefits. They also do not need to understand other impacts of the returning veterans on society such as high divorce rate or high unemployment. The end of wartime wage and price controls and the high demand for limited consumer products led to skyrocketing inflation are also factors that need not be studied. They do not need to understand the resulting labor unrest, such as the controversy involving Truman and the steel strike or the Taft-Hartley Act and Truman’s veto. They need not understand that the postwar period saw the emergence of conglomerates and franchises as business forms in the new consumer economy or ushered in planned obsolescence and the use of psychology in advertising.

Students do not need to know that suburbs were also the product of the innovations of builders such as William Levitt or that Levittowns were a symbol of the conformity of the post war period. Although students should understand the impact of TV on consumerism and conformity, the role of women and the

civil right movement (USHC- 9.5), they do not need to know the names of particular TV shows that illustrate this development.

Although students should be aware that there was some resistance to the consumer conformity of the post war period, they do not need to know particulars such as specific pieces of literature or films or the beat movement and the emergence of rock and roll. They do not need to know about Ralph Nader and the consumer protection movement

Students do not need to know specifics of the role of religion. The 1950s saw a resurgence of religious piety motivated in part by the atheism of communism. In the 1950s, religion was inserted into the Pledge of Allegiance with the addition of the words “under God” and onto our money with the words “In God We Trust.” Conservatives supported teaching the creation theory as opposed to Darwinism, as they had in the 1920s. Students do not need to remember that the civil rights movement for gay and lesbian rights helped to foster the emergence of the conservative religious political movement, nor that this period of religious resurgence is sometimes called the Third Great Awakening. Students do not need to know the names of postwar religious leaders such as Billy Graham, Jerry Falwell or Pat Robertson, the scandals that plagued other televangelists, nor the emergence of religious cults of the counterculture period.

It is not necessary for students to remember the names of the many women who fostered the movement for women’s rights such as Bella Abzug, Gloria Steinem, and Shirley Chisholm. However, students should understand that many women were involved.

Assessment guidelines:

Appropriate assessments will require students to **explain** the causes and effects of social and cultural changes in postwar America. Students should be able to **summarize, classify** and **identify** examples of key social and cultural changes in the period. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. They should be able to **interpret** the significance of these changes and **infer** their impact on the role of women in society and **explain** the religious response to these changes.

Standard USHC-9: **The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.**

USHC-9.2 Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the “Red Scare” and McCarthyism; and the role of military alliances. (H, G, P)

Taxonomy Level: 2.2-B Understand /Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students were introduced to the course of the Cold War, including differing economic and political philosophies of the USSR and the United States, the spread of Communism, McCarthyism, the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War (5-5.4). They studied the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of Petroleum Exporting Countries (OPEC) (5-5.5) and compared the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states (5-6.6).

In 7th grade, students summarized the political and economic transformation of Western and Eastern Europe after World War II, including the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact, and the European Economic Community (EEC) (7-6.1) and the events of the Cold War, including the Soviet domination of Eastern Europe; the rise of the Communism in China; the Berlin Wall; Vietnam and Korea; the Cuban missile crisis; the revolutionary movements in Africa; the development of new military, nuclear, and space technology; and the threat of nuclear annihilation (7-6.2).

In 8th grade, students explained the economic impact of World War I and the Cold War on South Carolina, including military bases, new industries, new citizens, and the expansion of port facilities (8-7.5).

In Global Studies, students summarized the ideologies and global effects of communism and democracy, including the effects of totalitarianism and communism in China, Eastern Europe and Soviet Union (GS-6.1). They summarized the worldwide effects of the Cold War, including the competition for power between the United States and the Soviet Union, the changing relationships between the Soviet Union and China, the response by popular culture, and the collapse of the communist states (GS-6.2). Students compared the challenges and successes of the movements toward independence and democratic reform following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America. (GS-6.3).

In 12th grade American Government, students will learn how foreign policy is formulated and carried out, the impact of foreign policy on individual citizens; (USG-4.1) and an understanding of the roles of international organizations in world affairs, including the United Nations, the North Atlantic Treaty Organization (NATO) (USG-4.2). The study of the Cold War will lay a firm foundation for this study of United States foreign policy.

In Economics, students will be required to compare the significant characteristics of a market economy with those of traditional and command economies, including differences in the roles of the government, individual firms, and households in decision making; types of economic institutions; the extent of consumer sovereignty/choice; and the role of private property rights, competition, and the profit motive

(ECON-5.1). Understanding the ideological differences between the United States and the Soviet Union is important to understanding the economic differences of the U.S. and the U.S.S.R.

It is essential for students to know:

The **origins** of the Cold War lay in the mutual suspicions of the U.S.S.R. and the U.S. that grew out of their basic ideological, economic and political differences and from their differences over the strategies of World War II. Although the US and USSR were allies against Germany, they had different strategic priorities. The Soviets suspected that the US and Great Britain were allowing the USSR to take the brunt of casualties on the eastern front in order to weaken their country and therefore demanded the immediate opening of a second front. Not until 1944 did allied forces land at Normandy in France for a direct assault on German forces on the western front. Events in the Pacific theater also set the stage for later Cold War confrontation. Fearing a heavy loss of life if the US was forced to invade the Japanese home islands, the United States wanted the aid of the Soviet army in defeating the Japanese consequently Soviet forces moved into Korea and occupied the peninsula to about the 38th parallel. However, the US dropped the atomic bomb on Hiroshima and Nagasaki and the Japanese surrendered. Although the Soviets withdrew from Korea, they left in place a communist government. As a result, at the end of the war Korea was divided, as were Germany and Berlin (USHC 8.3).

Allied postwar goals also put the US and the USSR at odds. The USSR wanted to create a buffer zone of friendly states on its eastern border so that Germany could not invade it again. The US wanted the states of Eastern Europe to be able to hold free and fair elections. The British attempted to prop up an autocratic government in Greece, but communist rebel forces that had fought the Germans turned on this government with support from the USSR. Unable to sustain this military support, the British asked the US to take up the effort. The French attempted to restore their control of Southeast Asia. They met with resistance from the nationalist forces that had fought the Japanese under the leadership of Ho Chi Minh, however, and also sought help from the United States.

Since the indicator includes the **course** of the Cold War, it is important to take a chronological approach so that students can understand the changing nature of these tensions. By 1946, the US-USSR tensions were publicly recognized. Winston Churchill said an ‘Iron Curtain’ had descended upon Europe. The United States began to formulate a policy of “**containment**” initially carried out by the Truman Doctrine. The US offered military and financial aid to Greece and Turkey to resist the communist backed rebel forces. Fearing that a war-torn and economically weak Western Europe would elect socialist/communist governments, the US offered aid, the **Marshall Plan**, to promote economic rebuilding, but did not offer aid to the equally devastated Soviet Union, thus raising the suspicions of the USSR. Furthermore, the US used the threat of the atomic bomb in diplomatic talks with the USSR. Additionally, the United States supplied financial aid to the French in Indochina. The first Soviet test of the US policy, then, was the Berlin blockade. The US responded with the **Berlin Airlift** and the US won this first Cold War confrontation.

In 1949, a series of events escalated the tension between the United States and the Soviet Union. The North Atlantic Treaty Organization (NATO) established a **military alliance** aimed at the USSR. The test explosion of an atomic bomb by the USSR led the US to accelerate the development of the hydrogen bomb and began a **nuclear arms race** and then a space race. After a long civil war, China, under the leadership of the American-backed nationalist Chiang Kai-shek, fell to the communist forces led by Mao Tse-tung (Mao Zedong). The nationalists fled to Taiwan (Formosa). China became two countries.

In 1950, North Korea invaded South Korea. Truman believed that the invasion was orchestrated by the USSR, but there is strong evidence that this decision was based on North Korean politics. At the urging of the Truman administration, the United Nations voted unanimously to demand a cease fire. (The Soviet Union did not veto this decision because it was boycotting the meetings of the Security Council.)

Although the UN supported a 'police action' to defend South Korea, the majority of troops and financial support for the **Korean War** came from the US. When US forces approached the Chinese border, the Communist Chinese attacked and drove US forces back to the 38th parallel. American public opinion turned against the war. Formal peace negotiations ended with North Korean forces contained above the 38th parallel, a victory for containment at a cost of 34,000 American lives.

These threats, both real and imagined, set the stage for a **Red Scare** that developed in the U.S. in the late 1940s and early 1950s as a result of both real and imagined threats. The tough, simplistic talk of the Truman administration caused the public to see the tension of the US and the Soviet Union as good against evil. The anxiety caused by the fall of China, the Soviet acquisition of the bomb and the Korean War made Americans look for an enemy within because surely the Soviets could not have managed all of this without the help of American traitors. Although there were some spies who aided the Soviets, the FBI uncovered none under Truman's Federal Loyalty Program. However, countless public servants had their reputations smeared and the program laid the grounds for further false accusations. Partisan politics caused Republicans, who had not held the presidency since 1933, to accuse the Democrats of being "soft on communism." Republican Senator Joseph McCarthy gave his name to the anticommunist crusade, **McCarthyism**. McCarthy used the tactic of the *Big Lie*, repeating an untrue accusation of affiliation with communism loudly and often, to smear countless diplomats, artists and statesmen. His "witch hunt" finally ended when the televised Army-McCarthy hearings showed the public what a bully McCarthy was and the public rejected him and his tactics.

In 1955, the Soviet Union organized the Warsaw Pact, a **military alliance** of Eastern European nations and the USSR for defense against NATO. In 1957, the space race took off when the Soviet Union launched *Sputnik*. The United States Congress passed the National Defense Education Act to promote science and math skills and to counteract the fear that consumerism had made Americans less competitive (USHC 9.1).

In 1959, Fidel Castro overthrew the American-backed dictator in Cuba and soon accepted Soviet aid. Cuban exiles trained by the CIA invaded Cuba at the **Bay of Pigs** in 1961 hoping to initiate a popular uprising against Castro. The plan failed and US prestige suffered. In 1961 the Soviet Premier ordered the building of a wall to separate East and West Berlin and keep East Berliners from fleeing to the west. The **Berlin Wall** became a symbol of the Cold War. In the fall of 1963, American spy planes photographed missile sites being built in Cuba. President Kennedy placed a naval blockade around Cuba to prevent the Soviets from arming these sites. After 13 days of tension, an agreement was reached that ended the **Cuban Missile crisis** and averted nuclear confrontation.

The rivalry between the U.S. and the U.S.S.R. was also played out in Third World countries in **Africa** and the **Middle East**. The process of decolonization began after World War I and accelerated at the end of World War II. A source of important raw materials, Third World countries attracted American investments and became markets for American products. The United States had extensive interests in Middle Eastern oil. New nations in Africa and the Middle East became members of the General Assembly of the United Nations. The U.S. and U.S.S.R. tried to influence these new states with loans and technical assistance to gain their support on votes in the UN. Third World countries played one interest against the other to get the most assistance possible for their nations. Race relations in the United States influenced and were influenced by relations with Third World countries (USHC 9.6). American foreign policy, aided by the actions of the Central Intelligence Agency, often supported unpopular and undemocratic governments because they were our Cold War allies and they protected American business interests in their nations. At first, the US supported the apartheid government in South Africa and the white-minority government in Rhodesia. The CIA helped the Shah of Iran overthrow a rival who had attempted to nationalize foreign oil interests and supported the Shah's unpopular and repressive

government. The CIA played an active role in the civil war in Angola against the Soviet-Cuban-backed faction in the early 1970s.

In the **Middle East**, Arab nationalists challenged American interests. Egypt nationalized the Suez Canal. Britain, France and Israel invaded Suez to take back the canal provoking the Suez Crisis. President Eisenhower ended the crisis by persuading France, Britain and Israel to withdraw. The Eisenhower Doctrine stated that the US would not tolerate Soviet intervention in the Middle East and that the US would intervene if any country was threatened by a communist takeover. This extended the **containment** policy to the Middle East.

United States' policy on Israel also influenced conditions in the Middle East. The U.S. recognized the nation of Israel in 1948 and supported Israel with military and financial aid in part as a response to the horrors of the Holocaust (USHC 8.4). Palestinians were expelled from their homeland when Israel was created and formed the Palestinian Liberation Organization (PLO) to rectify this situation. In the Six Day War of 1967, Israel defended itself against attack by Egypt and Syria who were supplied by the USSR. Israel drove back the attacking forces and took over land from Egypt and Syria, creating the problem of the "occupied territories." After another war in 1973, the Organization of Petroleum Exporting Countries (OPEC) embargoed oil shipments to the U.S., contributing to an energy crisis. American diplomatic efforts resulted in an end of the embargo, but not an end to hostilities. President Carter's Camp David Accords brought momentary peace to the Middle East. The Iran hostage crisis further deteriorated relations between the US and Iran. The problems in the Middle East will be further addressed in USHC 10.1.

Students should understand that the Cold War ended as a result of changes within the Soviet Union as well as because of the strain of the arms race on the Soviet economy (GS 6.2). The 1989 fall of the Berlin Wall, the most important symbol of the Cold War, marked its end.

It is not essential for students to know:

It is not essential for students to know about the agreements made between the allies at wartime conferences in Casablanca, Teheran, Yalta and Potsdam, nor about their specific disagreements over free elections in Poland. They need not know the historian's theory that the US dropped the atomic bomb as the first shot of the Cold War.

They do not need to know the details of events that escalated the tensions between the U.S. and the U.S.S.R. in the immediate postwar period such as the Baruch proposal for the international control of atomic technology and materials. They do not need to know of the Soviet demand that they be able to take industrial equipment from defeated Germany in order to rebuild nor that the U.S. rejected the Soviet demands. Instead, the U.S. remembered that the punitive Versailles Treaty that ended World War I helped to create the climate for the rise of Hitler and the U.S. wanted an economically strong and democratic Germany as a counterbalance to the Soviet Union in Europe.

Students do not need to know the details of the development of the policy of containment such as that it was authored by George F. Kennan nor that the threats, backed by atomic capability and the harsh rhetoric used by Harry Truman to "sell" the expenses of the Truman Doctrine and the Marshall Plan, exacerbated the tensions between the U.S. and the U.S.S.R. Although students should understand that the Marshall Plan aided European recovery and laid the foundation for a strong European economy, they do not need to understand that the Marshall Plan began the process toward economic internationalism in Europe that gave rise to the Common Market and the European Union.

Students do not to understand the partisan political reasons for the escalation of the Cold War, such as the China Lobby's accusation that the Truman administration "lost" China despite the evidence of rampant

corruption and lack of popular support for the Nationalist Chinese. Students do not need to know about the conflict between Republican-backed General MacArthur and President Truman nor the impact of the Korean War on the election of 1952.

Students do not need to know the details of Cold War espionage, such as the stories of the Rosenbergs, Alger Hiss, Whitaker Chambers, Nixon and the microfilm in the pumpkin, nor that the House Un-American Activities Committee (HUAC) investigated Hollywood. Although students should understand the role of propaganda during the Cold War and the importance in popular media of Cold War themes, they need not know that in order to prove their loyalty some filmmakers made strongly anticommunist films that confirmed to the American public the existence of a threat. The US Information Agency used propaganda in the Third World to promote capitalism.

Students do not need to remember all of the details of the Bay of Pigs or the Cuban Missile Crisis. Students need not know the details of the Cold War in Africa and the Middle East. For instance, they need not know the names of leaders in these regions. Although it is important for students to understand that Cold War events led to resentment in the Third World and to problems that we still face today, they need not remember specific incidents which reflect this resentment such as the “Black Hawk Down” incident in Somalia in the 1990s.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the origins and course of the Cold War conflict between the United States and the Soviet Union. Students should be able to **explain** the causes and effects of various incidents in the Cold War, identify **examples** of, and **classify** those incidents, **compare** them to one another, **interpret** the significance of each incident and **infer** their impact on relations between the United States and the Soviet Union. Students should be able to **interpret** maps, graphs, photographs, political cartoons and propaganda and **infer** their relationship to information about the time period.

Standard USHC-9: **The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.**

USHC-9.3 Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon. (H, P, G)

Taxonomy Level: 2.2-B Understand / Conceptual Knowledge

Previous and future knowledge:

In 5th grade, students were introduced to the course of the Cold War, including the Vietnam War (5-5.1).

In Global Studies, students summarized the worldwide effects of the Cold War, including the competition for power between the United States and the Soviet Union, the changing relationships between the Soviet Union and China (GS-6.2) which should lay the basis for Nixon's strategy. They compared the challenges and successes of the movements toward independence and democratic reform in various regions following World War II, including the role of political ideology, religion, and ethnicity in shaping governments and the course of independence and democratic movements in Africa, Asia, and Latin America (GS-6.3) which should have included some discussion of the nationalist movement in Vietnam.

It is essential for students to know

Students should understand that Cold War fears caused the United States to become mired in a war in **Vietnam**. After World War II, the French attempted to restore their control of Southeast Asia. However, they met with resistance from the nationalist forces, the Viet Minh, under the leadership of Ho Chi Minh. The Truman and Eisenhower administrations aided the French with arms and money until the French were defeated. The French and Viet Minh reached a peace agreement, the Geneva Accords, which provided that Vietnam would be divided at the 17th parallel until elections could be held.

Claiming that the followers of Ho Chi Minh were communists directed from Moscow and Beijing and citing the domino theory, the Eisenhower administration backed the unpopular and corrupt government in South Vietnam. The South Vietnamese government refused to hold the elections called for in the Geneva Accords because Ho Chi Minh would have won. The Viet Cong were formed as a resistance movement to the South Vietnamese government. The United States supplied military aid and military advisers to the government of South Vietnam. North Vietnam supplied support to the Viet Cong.

President **Kennedy** increased the number of military advisers sent to help the South Vietnamese government. The US-supported strategic hamlet program further eroded public support for the South Vietnamese government. Kennedy approved of a CIA-supported coup to overthrow the corrupt president of South Vietnam, who was assassinated. Kennedy may have intended to withdraw from Vietnam, but was himself assassinated.

President **Johnson** took office in November 1963 and continued the policies of Kennedy. In 1964, the Gulf of Tonkin Incident led Congress to pass the **Gulf of Tonkin Resolution** which authorized the build-up of American troops to help the South Vietnamese. War, however, was never declared. Later, the Tonkin Gulf incident was shown to have been exaggerated. By 1967, there were 500,000 American troops in Vietnam. Johnson initiated Operation Rolling Thunder, a bombing campaign against North Vietnam, and a **protest movement** grew. The draft was seen as unfair because some were granted medical exemptions and college deferments or enlisted in the National Guard to avoid going to Vietnam. African Americans served in large numbers as ground troops. Like the Civil War in the South, the Vietnam War was seen as a "poor man's fight." Organizations which had formed in response to McCarthyism and the civil rights movement, such as Students for a Democratic Society and the Free

Speech movement, turned their attention to the war. Some returning soldiers joined the protest as Vietnam Veterans Against the War. Protesters used tactics of the civil rights movement, staging a march on Washington. As their protests became more provocative, including the burning of draft cards, protesters lost public support. Television coverage of the war and the protests divided the nation into hawks and doves. In January of 1968, media coverage of the **Tet Offensive** showed that the Viet Cong forces could attack anywhere and anytime, thus leading to a shift in public opinion against the war. Public opposition and a split within the Democratic Party over the war led Lyndon Johnson to withdraw his name from consideration for the nomination in 1968 and begin negotiations to end the conflict.

Richard **Nixon** was elected president in November of 1968 because voters understood that he would end the war. Instead, he began a policy of Vietnamization and, at the same time, he escalated the war effort, causing the protest movement to intensify. A secret, massive bombing campaign was extended to Laos and Cambodia. Protests continued with a massive march in Washington. The Nixon administration ended the draft and initiated a lottery system, which somewhat calmed the protest movement. American forces invaded Cambodia to close the Ho Chi Minh trail. Resulting protests led to the Kent State Massacre. Nixon opened a dialogue with China in hopes of undermining Chinese support for the North Vietnamese. The Nixon administration finally reached an agreement with North Vietnam on the eve of the 1972 elections. American forces were withdrawn and American POWs returned home in 1973. In 1975, Saigon fell to the North Vietnamese and the war was over. The containment policy had failed in Southeast Asia.

It is important for students to understand that Vietnam is bigger than the failed war effort and the loss of 58,000 American soldiers. It was a cultural phenomenon that called into question American values in the My Lai Massacre, the use of Agent Orange and napalm, ‘fragging’ and heavy use of drugs among the troops, and the mistreatment of returning veterans. It led to distrust between generations and between the people and their government, as evidence of false information was confirmed by the release of *The Pentagon Papers* and increased the ‘credibility gap.’ Ultimately, it was the controversy over Vietnam that led the Nixon administration to employ the ‘plumbers’ and authorize the break-in into the Watergate offices of the Democratic Party. The break-in led to the Watergate scandal, impeachment hearings and Nixon’s resignation. Vietnam affected government power and foreign policy. The Congress took action to curb the President’s war-making powers with the passage of the War Powers Act. The ‘Vietnam syndrome,’ fear of becoming mired in a prolonged unpopular war, affected United States’ foreign policy. Students should also understand the consequences of the Vietnam conflict for southeast Asia, such as the imprisonment and ‘re-education’ of many South Vietnamese, which led to an exodus of boat people, and the civil war and massacre in Cambodia under the Khmer Rouge.

It is not essential for students to know:

Students do not need to remember details such as that Dien Bien Phu was the site of the French defeat in 1954. Students do not need to know the names of government leaders of either North or South Vietnam nor military terms such as DMZ or the names of bases. They do not need to remember the names of American generals or of the secretaries of State or Defense. Although students should understand that there was opposition to the war within the government and within the Democratic Party they do not need to know the specific roles of George Ball, Eugene McCarthy, or Bobby Kennedy. They do not need to know the circumstances of the release of the Pentagon Papers including the role of Daniel Ellsberg, the Supreme Court case of *Nixon v The New York Times* or the details of the Watergate scandal.

Assessment guidelines:

Appropriate assessments will require students to **explain** the key events and effects of the Vietnam War. Students should be able to **summarize** the Vietnam policy of Presidents Kennedy, Johnson and Nixon, and **compare** these policies to one another. They should be able to **classify** policies and give **examples** of policies for each presidential administration. Students should be able to **interpret** maps, graphs and

political cartoons and **infer** their relationship to information about the time period. They should be able to **interpret** the significance of key events and presidential policies on support for the war effort and **infer** the war's impact on the American government and future policies towards foreign intervention.

Standard USHC-9: The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.

USHC-9.4 Compare the domestic and foreign policies of the period—including Kennedy’s New Frontier, Johnson’s Great Society, and Nixon’s establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter. (H, G, P)

Taxonomy Level: 2.2-B Understand/ Conceptual Knowledge

Previous and future knowledge:

In 5th grade, students were introduced to the course of the Cold War (5-5.4). Students were also introduced to the civil rights movement (5-5.1).

In 7th grade, students summarized the political and economic transformation of Western and Eastern Europe after World War II, including the significance of the Truman Doctrine (7-6.1) and the events of the Cold War (7-6.2).

In Global Studies, students summarized the ideologies and global effects of communism and democracy, including the effects of totalitarianism and communism in China, Eastern Europe and Soviet Union (GS-6.1). They summarized the worldwide effects of the Cold War (GS-6.2). Students compared the challenges and successes of the movements toward independence and democratic reform following World War II, Africa, Asia, and Latin America (GS-6.3).

In American Government, students will be expected to explain ways in which Americans can monitor and engage in politics and government.(USG-5.3) Understanding the historical role of presidents in shaping both domestic and foreign policy will help students better appreciate their own role as voters.

It is essential for students to know:

Although students have studied the Cold War and the Civil Rights Movement in earlier grades, students have never been required to know the policies of specific presidents of the era. Students must be able to identify which policies were pursued during the presidential administrations of Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford and Carter in order to be able to compare them. Students must know the difference between foreign and domestic policies and understand that some presidents were more successful in one area of policy than in the other.

Students should understand that **Kennedy** was able to articulate a **New Frontier**, but was not able to get legislation passed to put it into action. In part, this was due to the Southern Democrats in Congress and to his own lack of political experience. Kennedy introduced the civil rights bill that Johnson was able to push through Congress. JFK pledged to land a man on the moon, which finally came about during the Nixon administration. Kennedy was considered to be more successful in foreign policy. Kennedy started the Peace Corps to address the problems of Third World countries and win the hearts of citizens there. Despite the Bay of Pigs fiasco and the building of the Berlin Wall, Kennedy was able to avert disaster during the Cuban Missile Crisis and was seen as a successful Cold Warrior. The Cuban Missile crisis prompted Kennedy to call for a treaty banning nuclear tests in the atmosphere. Although Kennedy increased the involvement of the United States in the Vietnam War, at the time of his assassination, the United States was not fully committed (USHC 9.3).

Lyndon Johnson was able to use his own political expertise with the Democratic Congress and the memory of the slain Kennedy to push through civil rights legislation such as the Civil Rights Act of 1964,

the Voting Rights Act of 1965 and the Fair Housing Act of 1968 and an affirmative action plan in awarding government contracts. His vision of the **Great Society** led to the establishment of Medicare and Medicaid, the initiation of the War on Poverty, education legislation including Head Start and the National Endowment for the Arts and Humanities. Although some of these programs had only limited success, they established important services and extended the government's commitment to social welfare that had started with the New Deal. Johnson was less successful in foreign policy. Trying to avoid losing Vietnam to communism, LBJ extended the military commitment based on the Gulf of Tonkin resolution and lost credibility with the American people. His attempt to fund both "guns and butter" led to inflation and the inability to fully fund domestic initiatives. Johnson lost the confidence of the American people and left office under the shadow of Vietnam.

Richard Nixon won the 1968 election on the promise of "law and order" and with the understanding that he would end the war in Vietnam. His domestic policy was to limit the commitment of the executive branch to further efforts to build the great society and to the enforcement of civil rights. His southern strategy was designed to gain support from southern conservatives for the Republican Party. Kennedy and Johnson's support for civil rights and Nixon's southern strategy won the African American vote for the Democrats and turned the formerly Democratic 'solid South' into a Republican stronghold. The Democratic Congress passed and Nixon signed into law landmark environmental legislation in the Clean Air and Clean Water Acts and the Endangered Species Act. Nixon also established the Environmental Protection Agency in response to public concerns reflected in the first celebration of Earth Day. Nixon began Vietnamization, but also expanded the war into Laos and Cambodia and exacerbated the debate at home. He pursued *rapprochement with China* in order to drive a wedge between the Soviet Union and the People's Republic of China. This was part of Nixon's attempt to divide the communist bloc and isolate North Vietnam in order to influence the peace negotiations. Nixon's policy led to the recognition of China during the Carter administration. Nixon also pursued a policy of *détente* with the USSR.

Problems in the **Middle East** developed as a result of postwar events exacerbated by the Cold War. Israel was recognized by the United States in 1948 during the Truman administration as a homeland for Jews after the Holocaust. President Eisenhower intervened in the Suez Crisis and issued the Eisenhower Doctrine. American foreign policy supported Israel in their ongoing defense against their Arab neighbors. The importance of Middle East oil to the United States' economy made the conditions in the Middle East of paramount importance to the United States and led the Nixon administration to engage in shuttle diplomacy to stop the oil embargo by the Organization of Petroleum Exporting Countries (OPEC). President Jimmy Carter's personal commitment to human rights led him to act as a facilitator for peace in the Middle East, resulting in the Camp David Accords, but also led to a setback in the United States relationship with the Soviet Union. The invasion of the American embassy and the holding of 179 American hostages by the government of Iran contributed to Carter's defeat in the 1980 presidential election.

It is not essential for students to know:

Students do not need to know about the personal failings of Kennedy, including his womanizing, nor do they need to know about Johnson's ongoing feud with Robert Kennedy and other members of JFK's cabinet. They do not need to know about historians' speculation that, had JFK lived, he would have ended the Vietnam War after the assassination of Diem.

Students do not need to know all of the programs included in the Great Society, nor do they need to understand the extent to which the Great Society continued the New Deal. Students do not need to know the influence that LBJ had on the Supreme Court by nominating Thurgood Marshall, nor do they need to understand the role of the court in the 1960s in protecting the rights of criminals.

Students do not need to know about “ping-pong” diplomacy or that the strategic arms limitation talks (SALT) were the result of détente with the U.S.S.R. The indicator does not require that students understand the role of the Watergate scandal in bringing down the Nixon administration and in undermining the credibility of the government for the American people.

Students do not need to remember the names and dates of the wars in the Middle East or the names of leaders such as Anwar Sadat, Menachim Begin or Yassar Arafat.

Assessment guidelines:

Appropriate assessments will require students to **explain** domestic and foreign policies under Presidents Kennedy, Johnson and Nixon, as well as the policies of presidents from Truman through Carter towards the U.S.S.R. and the Middle East. Students should be able to **summarize** the policies of each president, **compare** them to one another, **classify** policies and identify **examples** of policies of each president in both the domestic and foreign policy arena. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. Students should be able to **interpret** the significance of each policy and **infer** its impact on overall United States policy.

Standard USHC-9: **The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.**

USHC-9.5 Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity. (H, P)

Taxonomy Level: 2.2-B Understand/ Conceptual Knowledge

Previous/ future knowledge:

In 5th grade, students were introduced to the civil rights movement, the desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, and Malcolm X (5-5.1).

In 8th grade, South Carolina history they again studied racial discrimination and the civil rights movement with a focus on South Carolina, including the *Briggs v. Elliott* case (8-7.4)

In the 7th grade, students studied Mohandas Gandhi's nonviolent independence movement in India and nationalist movements in African countries that influenced and were influenced by the US civil rights movement (7-6.4). Students were introduced to global efforts to advance human rights, including the collapse of the apartheid system (7-7.4).

In high school Global Studies, students again studied 20th century movements towards independence and democratic reform around the world which should be tied to civil rights in the US. (GS-6.3)

In American Government, students will learn about the fundamental values and principles of democracy and equality as well as conflicting values and rights and the resolution of differences that arise out of diversity (USG-2.3), the discrepancy between American ideals and the realities of American society, and ways that such discrepancies have been reduced through social and political action (USG-2.4). The civil rights movement provides an opportunity to lay a firm foundation of factual understanding for many of these more theoretical concepts. The role played by presidents, the Congress and the Supreme Court in the civil rights movement provides a striking illustration of the distribution of powers and responsibilities within the federal system (USG-3.1). The conflict between state and national governments during the civil rights era illustrates the relationships among national, state, and local levels of government (USG-3.2). Civil rights laws show the function of law in the American constitutional system and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good (USG-3.3). Direct-action illustrates the role of special interest groups in influencing the public policy agenda (USG-3.4). Civil disobedience against unjust laws raises the issue of civic responsibilities in maintaining a democracy (USG-5.2). The participation of so many citizens from all walks of life in the movement illustrates ways in which Americans can participate in politics, including engaging in political leadership and joining interest groups (USG-5.3). Finally, through the examination of the leaders of the civil rights movement, students can see the character traits that are important to the preservation and improvement of American democracy, including dispositions that encourage citizens to act as independent members of society, that foster respect for individual worth and human dignity, and that engage the citizen in public affairs (USG-5.5).

It is essential for students to know:

In order to appreciate the strategies of the civil rights movement, it is important for students to understand the goals of the movement. A thorough review of the failed promises of Reconstruction and the 13th, 14th and 15th amendments (USHC 4.4) and the Jim Crow era (USHC 4.5) should establish the context for the civil rights movement of the post-World War II period.

The strategies of the civil rights movement had roots in the early 20th century, especially in the development of organizations that established judicial precedents that eventually led to the *Brown* decision. A real understanding of the strategy of nonviolence requires that students understand the direct action nature of the movement – that sites were specifically selected to show to the nation and the world the face of racism. In order to understand these strategies students should understand how those strategies were used in the Montgomery Bus boycott, sit-ins, freedom rides, the Birmingham campaign, the March on Washington, Freedom Summer and the Selma march. A focus on the role of the media, especially television, will help to link the civil rights movement to the popular culture of the post-World War II era (USHC 9.1).

The experiences of African Americans during World War II helped stimulate the modern civil rights movement. African Americans demanded more equitable treatment in war industries. As a result, President Roosevelt established the Fair Employment Practices Commission. However when the war ended, African Americans lost these jobs to returning white soldiers. They served in the military in segregated units and experienced Jim Crow as they trained on military bases in the South. Some returning African American veterans were lynched. This motivated Truman to establish a civil rights commission, to support an anti-lynching law and to desegregate the military by executive order. The Cold War required a strong united military force. The containment policy required that the US gain the support of emerging nations in Asia and Africa (USHC 9.2). Strategies used by African Americans such as W.E.B. DuBois and Ralph Bunche on the international stage created by the Cold War forced the United States to live up to its constitutional promises. Jim Crow was an embarrassment for the United States.

Students should understand the different roles of both black and white advocates for civil rights. Although students have some familiarity with Martin Luther King, Jr. from 5th grade, they do not understand the complexity of his role as organizer and spokesperson for the movement. Students should understand that the non-violent direct action campaign of the civil rights movement was successful in getting presidential support and the support of the majority of the voting public into the early 1960s, the extent to which Presidents Truman, Eisenhower, Kennedy, Johnson, and Nixon were advocates of the civil rights movement, the specific pieces of legislation that were passed and how they addressed discrimination, and how politics affected and was affected by the movement. Harry Truman's advocacy of civil rights in 1948 led to the emergence of the Dixiecrats. Democrat support of civil rights legislation and Nixon's Southern Strategy turned a formerly solid Democratic south into a Republican stronghold.

Students should understand how changes in African American leadership affected the support given for civil rights legislation. The goals, actions and leadership of the black power movement [Malcolm X, Stokely Carmichael and the Black Panthers] among northern, urban African Americans were significantly different from those of southern African Americans. Students should understand the difference between the terms 'de jure' and 'de facto' segregation. Televised reports of urban riots and the radical rhetoric of the black power movement alienated the general public and undermined support for further government action. Oversimplification of black power should be addressed by including discussion of efforts of black power advocates to protect and empower the African American community and promote ethnic pride. Opponents of the civil rights movement charged civil rights advocates as dangerous subversives.

The movement for African American civil rights had an impact on the movement for women's rights. Students should understand how the participation of women in the civil rights movement prompted them to form organizations to promote their own rights, what organizations were formed, and how successful women were in securing the support of government and the public in promoting women's rights. Students should understand the impact of *The Feminine Mystique*, the Civil Rights Act of 1964, *Roe v*

Wade and the Equal Rights Amendment on the women's rights movement and the development of conservative movements included in USHC 9.1.

The movement for African American civil rights had an impact on movements for the rights of Latinos and Native Americans. The goals, strategies and government response to these movements were similar to the early African American civil rights movement and these movements also turned more militant.

The civil rights era also had an impact on the rights of the accused. The Supreme Court rulings in other landmark cases [*Miranda*, *Gideon*] protected individuals against self-incrimination and upheld the right of the accused to an attorney.

It is not essential for students to know

Although students should know that there were many advocates for civil rights besides Martin Luther King, Jr., it is not necessary for students to remember all of the names of the organizations or the leaders. Students should understand how politics was influenced by civil rights; however, it is **not** necessary that they know all of the details. For instance, they need to know the political implications of Harry Truman's advocacy of civil rights in 1948 and the emergence of the Dixiecrats, but they need **not** know that the Progressive Party also split from the Democrats in 1948 and nominated Henry Wallace. They do not need to know that Truman's "Give 'em Hell, Harry" campaign against the "do-nothing" Republican 80th Congress is credited with HST's slim victory in 1948 nor that Dixiecrats joined some northern Democrats and Republicans to defeat Truman's efforts to expand the New Deal, refusing to give Americans health insurance in the Fair Deal. They need to know that the Democrats' support of civil rights legislation and Nixon's Southern Strategy turned a formerly solid Democratic south into a Republican stronghold. However, they do not need to know that JFK's role in having MLK released from jail in 1960 led to support from formerly Republican African American voters for Kennedy, a Democrat. They do not need to know the impact of the formation of the Mississippi Freedom Democratic Party and its role at the 1968 Democratic national convention.

Although students should know generally about the conflict between the national government and state governments they do not need to know the details of the conflict between Eisenhower and Governor Faubus of Arkansas in the Little Rock incident, nor the conflict over students entering state universities. They do not need to know the names of specific individuals such as James Meredith at University of Mississippi, George Wallace at University of Alabama or Bull Connor in Birmingham. They do not need to know every incident of discrimination such as the murder of Emmett Till, nor every detail of the major incidents such as the role of NAACP in Montgomery Bus Boycott, or the influence of A. Philip Randolph on the strategies of the 1963 March on Washington. They need not know the names of leaders of every organization, such as Huey Newton and Bobby Seal as leaders of the Black Panthers

Although students need to know more about King's philosophy of non-violence and the importance of his leadership; they do not need to remember that Martin Luther King won the Nobel Peace prize in 1964 or that the FBI wire-tapped the phones of Martin Luther King, Jr. because they wanted to find evidence that he was a communist and thus discredit him.

Although students need to know the connections between African American civil rights and the women's movement, they do not need to know that it was the intention of senators who included "gender" in the Civil Rights Act of 1964 to make the act ridiculous to other members of Congress and thus less likely to pass. They do not need to know all the details of the women's movement, such as groups that called for women to become more comfortable with their sexuality, nor that women protested at the Miss America Pageant and that they burned bras, wigs etc.

Students do not need to know specifics of other cases of the Warren Court, such as *Miranda*, that extended the civil rights of the accused. Although these cases contributed to the backlash against civil rights and were a target of Nixon's "law and order" campaign, they were not caused by the civil rights movement.

Students do not need to know the role of the *bracero* program for Mexican workers during WWII and the impact of the Longoria incident on early development of the Unity League of California to register Mexican-American voters because this does not show the influence of the African American "civil rights movement on other groups seeking ethnic... equity." This could be used as background for their later actions which *were* influenced by the African American civil rights movement but need not be remembered.

There is no need for students to know the policies of the 1930s and 1950s towards Native Americans, including the 1934 Indian Reorganization Act and the termination policy of the Eisenhower administration. They do not need to know that the participation of Native Americans in World War II increased their awareness of discrimination as a result of their leaving the reservation for war service nor that this helped them to make contact among tribes and organize for change, since this was not influenced by the African American civil rights movement. Names of leaders of the civil rights, women's rights or other movements are not essential to remember. It is not essential for students to know that the movement for gay and lesbian civil rights developed at the same time as other movements.

Assessment guidelines:

Appropriate assessments will require students to **explain** the civil rights movement, including leadership, strategies, court cases and legislation. Students should be able to **summarize**, identify **examples** of, and **classify** key concepts of the civil rights movement in particular, and **compare** it to the other movements such as those for women and Native Americans in general. Students should be able to **interpret** maps, graphs, photographs and political cartoons and **infer** their relationship to information about the time period. Assessments should also ask students to **interpret** the significance of specific events or **infer** their impact on subsequent sister movements for equity.

USHC-10 The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the US since the fall of the Soviet Union and its satellite states in 1992.

USHC-10.1 Summarize key events in US foreign policy from the end of the Reagan administration to present, including changes to the Middle East, impact of US involvement in the Persian Gulf, and the rise of global terrorism. (H, P G)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students compared the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states. (5-6.6) They used a map to identify the regions of United States' political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia (5-6.1). Students identified examples of cultural exchange between the United States and other countries that illustrate the importance of popular culture and the influence of American popular culture in other places in the world, including music, fashion, food, and movies (5-6.4). They summarized the changes that have taken place in United States foreign policy since 1992, including the globalization of trade and the war on terrorism (5-6.5).

In 7th grade, students illustrated on a timeline the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including economic failures and the emergence of new leaders (7-7.1). They compared the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by particular religions (7-7.5). Students explained the impact of increasing global economic interdependence in the late twentieth century and the early twenty-first century, including the significance of global communication, labor demands, and migration; the European Economic Community (EEC) and other trade agreements; and the oil crisis of the 1970s (7-7.6). They summarized the dangers to the natural environment that are posed by population growth, urbanization, and industrialization (7-7.7).

In Global Studies, students summarized the impact of economic and political interdependence on the world. Problems that faced were efforts to control population growth, economic imbalance and social inequality and efforts to address them, the significance of the world economy for different nations, and the influence of terrorist movements on politics in various countries (GS-6.4).

It is essential for the students to know:

As a result of the end of the Cold War, the United States became the world's only superpower. Consequently, the United States not only had a greater responsibility for maintaining world peace in the face of regional conflicts, but in the process also aroused resentment.

The United States continued to exercise leadership in the **Middle East**, an area of vital concern because of its vast oil resources and American dependence on foreign oil. President George H.W. Bush led the world in the resolution of the Iraqi invasion of Kuwait in the early 1990s. The first **Persian Gulf War** had the support of many of the other nations of the world and resulted in a quick military victory which restored the independence of Kuwait. The prompt withdrawal of U.S. military forces from Iraq did not alter the balance of power in the Middle East, but the presence of United States troops in bases in Saudi Arabia aroused the enmity of religious fanatics. These joined with other fanatic religious fundamentalists groups, particularly the Taliban that had driven the Soviets out of Afghanistan, to form **terrorist** groups such as al Qaeda.

During the Clinton administration, the United States continued to support Israel while at the same time working diplomatically to resolve the problems of the Middle East as related to the occupied territories and the rights of the Palestinian people. This course of action resulted in some initial success until hard-liners in Israel and in the PLO gained power and negotiations stalled. The United States also brokered a peace in Northern Ireland and forced the military to give up power to the democratically elected president in Haiti. The US humanitarian efforts in Somalia were undermined by the 'Black Hawk Down' incident and the US withdrew its forces from the area. The United States, with the support of NATO, intervened in the civil war in the Balkans, bringing ethnic cleansing there to a halt and helping to negotiate a peace. The United States continued to monitor and control the regime of Saddam Hussein in Iraq, the Taliban in Afghanistan and a growing terrorist threat. Attacks on the World Trade Center, the *USS Cole*, and United States' embassies in Africa signaled **the rise of global terrorism**.

In 2001, terrorists flew airplanes into the World Trade Center in New York City and the Pentagon in Washington, D.C. Another attack was thwarted by passengers and the airplane crashed in Pennsylvania. The United States linked the attack to al Qaeda and, with the support of the world, invaded their stronghold in Afghanistan, overthrowing the Taliban government that gave the terrorist organization sanctuary there. The United States did not capture the al Qaeda leader, Osama bin Laden, who remains at large.

The administration of George W. Bush believed that there was evidence that Iraqi leader Saddam Hussein was in possession of weapons of mass destruction. The United States, with the help of Great Britain and a few other countries, invaded Iraq to overthrow Hussein and bring democracy to that country. No weapons of mass destruction were found. Saddam Hussein was captured by United States forces, tried by an Iraqi Special Tribunal for crimes against humanity and executed. Although the military action resulted in the overthrow of the Sunni-dominated government of Hussein and the election of a new more democratic government, it did not result in peace. United States forces continue to be under attack by militias that support the various religious factions in Iraq. The Middle East continues to be in turmoil.

It is not essential for the students to know:

It is not essential to remember the changes brought about by *perestroika* and *glasnost* in the former Soviet Union, the conflicts in China at Tiananmen Square, nor the details of the Kosovo Conflict. It is not essential for students to understand the details of the many negotiations between the Israel and the PLO or details of the controversy surrounding the invasion of Iraq in 2003.

Assessment guidelines:

Appropriate assessments would require students to **explain** why the Middle East is an area of vital importance for the United States. They should be able to **compare** the first and second Gulf Wars, and to **explain** the ongoing conflict between Israel and her neighbors and the reasons for such conflict. They should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period.

USHC-10 The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the US since the fall of the Soviet Union and its satellite states in 1992.

USHC-10.2 Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity. (E, H, P)

Taxonomy Level: 2B Understand/Conceptual Knowledge

Previous/future knowledge:

In 7th grade, students explained the impact of increasing global economic interdependence in the late 20th century and the early twenty-first century, including the significance of global communication, labor demands, and migration; the European Economic Community (EEC) and other trade agreements; and the oil crisis of the 1970s (7-7.6).

In 8th grade, students explained the economic impact of twentieth century events on South Carolina (8 7.5).

In Global Studies, students summarized the impact of economic and political interdependence on the world, including efforts to control population growth, economic imbalance and social inequality and efforts to address them, the significance of the world economy for different nations, and the influence of terrorist movements on politics in various countries (GS-6.4).

It is essential for the students to know:

In the 1980s, yearly **budget deficits** contributed to an accumulating **national debt**. Thus, budget deficits and **recession** were campaign issues in the early 1990s. The Clinton administration passed a deficit reduction plan that included a tax increase, spending cuts and the establishment of the earned income tax credit. Welfare reform legislation reversed decades of policy dating back to the New Deal, however, health care reform did not pass. President Clinton and the Republican Congress fought over how to both balance the budget and stimulate the economy. The Federal Reserve kept inflation in check and stimulated the economy by managing interest rates. Resulting economic growth brought low unemployment; but, the gap between rich and poor called income polarization, continued to widen. The national debt lessened as the world experienced the end of the Cold War and the ‘peace dividend.’ During the George W. Bush administration, tax cuts for the wealthy designed to stimulate the economy further increased **economic disparity**. When the United States became involved in wars in Afghanistan and Iraq in the post 9/11 era, defense spending climbed and the United States again experienced deficit spending and escalating debt.

The 1990s also saw economic changes that challenged the economic leadership of the United States in the world. The European Common Market developed into the European Union to provide political cooperation as well as promote trade and the development of the European economy. A majority of members of the EU adopted a common currency. In the Western Hemisphere, the North American Free Trade Agreement (NAFTA) attempted to increase trade by eliminating trade barriers and this policy created political controversy about its economic impact. The 1994 GATT (General Agreement of Tariffs and Trades) lowered tariffs around the world. United States industries experienced greater competition. Although some jobs were created as a result of NAFTA, others were lost. Outsourcing resulted in economic hardship for some American workers. Mechanization and globalization caused a loss of manufacturing jobs in the United States and a shift to jobs in service industries. Added to this problem was the influx of **immigrants** who were willing to work at menial jobs for low wages and the resulting controversy over immigration policies impacted politics. With a loss of manufacturing jobs, **labor**

unions experienced a further decline in membership and influence as their workers faced competition from overseas, new immigrants, and further mechanization of the manufacturing process.

Demographic changes in the United States significantly affected the economy. The movement of industries and then retirees from the “rustbelt” to the “sunbelt” saw a big population shift that impacted the influence of **labor unions** as well as national politics. Medical advances prolonged productivity and life for many Americans but also added to the burden of Social Security. There was a growing need for services such as day care for children and care for the elderly. Young people began moving back to the cities, resulting in gentrification and revitalization of the inner cities and the trend of the rebuilding of waterfronts and downtown areas.

This time period saw tremendous growth in the use of computers, the internet, e-bay, e-mail, pagers, computer games, and cell phones by a large portion of the population. This brought changes to society, privacy laws, and communication networks in the United States and around the world. The rapid rise and fall of the ‘dot coms’ and other computer industries caused a stock market adjustment in the late 1990s. The worldwide web and satellite communication promoted the outsourcing of service jobs to places such as India.

It is not essential for the students to know:

It is not essential for students to know details about the rabid partisanship of the 1990s, including the Whitewater investigations and the Clinton impeachment and trial; political conflicts over the health reform and the budget, nor the controversy over the 2000 election. Students do not need to know about the Republican’s Contract with America, nor the details of the welfare reform act. Students do not need to know about the advances in environmental protection during the 1990s and their reverses in the new century.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the key economic issues in the United States in the 1990s and the early 21st century. They should be able to **explain** the impact of economic policy of both the Federal Reserve and the Clinton administration on economic growth. They should be able to **compare** the economic and tax policies of the Clinton and Bush administrations. They should be able to **classify** economic issues related to trade, technology or immigration and **identify examples** of economic changes that took place in the 1990s and early 21st century as opposed to other time periods in American history. Students should be able to **interpret** primary sources such as political cartoons and economic graphs and maps related to economy and politics of the 1990s.

SOUTH CAROLINA SUPPORT SYSTEMS INSTRUCTIONAL GUIDE

Content Area		UNITED STATES HISTORY and CONSTITUTION	
Standard: USHC-1 The student will demonstrate an understanding of the settlement of North America.			
Recommended Days of Instruction	3/90 days 6/180 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC 1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/so_csd_hs.cfm?</p> <p>Maps: The Thirteen Colonies in 1775 www.earlyamerica.com/earlyamerica/maps/</p> <p>European Occupation to 1750 http://college.hmco.com/finder/history_preview.do?scope=1&id=29887</p> <p>Spain's Viceroyalties in the New World www.britannica.com/EBchecked/topic-art/504222/2112/Spanish-and-Portuguese-America-in-178</p> <p>Outline Map of the 13 Colonies www.eduplace.com/ss/maps/pdf/colonies.pdf</p> <p>Primary Sources: San Esteban Rey, Acoma Pueblo, New Mexico http://college.hmco.com/finder/history_preview.do?scope=1&id=28542</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>M: Interpreting Maps and Images</p> <p>H – construct tables to display social studies information</p> <p>“Identifying Similarities and Differences” from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock</p> <p>Teaching Content Literacy www.literacymatters.org/content/socialstudies.htm for a great variety of strategies to help students to read Social Studies content.</p> <p>National Archives, open “Analysis Worksheets”: http://www.archives.gov/education/lessons/</p> <p>AP Exam 2006 Question 2 see list of possible evidence with scoring rubric http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2089.html</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize the religious, social, political and economic similarities and differences</p> <p>Interpret maps and charts</p> <p>Infer relationship of maps to historical information</p> <p>Compare the regions</p> <p>Interpret the significance of differences</p> <p>Infer its impact on the future of the colonies.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC 1.1 Continued Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.</p>	<p><u>Depiction of Racial Mixtures by Miguel Cabrera</u> http://college.hmco.com/finder/history_preview.do?scope=1&id=28361</p> <p><u>Land Division in New Orleans [French]</u> http://college.hmco.com/finder/history_preview.do?scope=1&id=28894</p> <p><u>La Venerable Mere Maria</u> http://www.library.upenn.edu/exhibits/rbm/kislak/religion/mincarnation.html</p> <p><u>The Old Deluder Act</u> http://www.salem.k12.va.us/staff/sataylor/OldDeluderAct.htm</p> <p><u>Yale Charter</u> http://www.yale.edu/secretary/Charter_Legislation.pdf (pp4-5)</p> <p><u>Patterns of Settlement in Surry Co., Virginia, 1620-1660 [So. English]</u> http://college.hmco.com/finder/history_preview.do?scope=1&id=29203</p> <p><u>Maryland Act of Toleration</u> http://www.yale.edu/lawweb/avalon/amerdoc/maryland_toleration.htm</p> <p><u>Teacher Resources:</u> Locally adopted textbook</p> <p>www.scdiscus.org click on History Resource Center: US</p>	<p>Colonial Regions PowerPoints http://teachingwithpowerpoint.com/Col.html (Select slides aligned to Support Document)</p> <p>Complete an ESPG Graphic Organizer to explain the economic, social, physical, and geographical characteristics of the American colonial regions. http://www5.esc13.net/socialstudies/docs/organizers/ESPG%20Graphic%20Organizer.doc</p> <p>Divide students into small groups and have them research the New England Colonies, Middle Colonies, and Southern Colonies based upon: government, social groups, economics, and religion. Design a graphic organizer to show this analysis. (link charts and keys)</p> <p>Create an advertising poster with appropriate scenes and text to entice new settlers to the New England, Middle Atlantic, or Southern Colonies. Religion, economic and social characteristics of the region must be given. (link rubric)</p> <p>Create a three panel real estate brochure with appropriate scenes and text to entice new settlers to America by featuring the New England, Middle Atlantic, or Southern Colonies. Religion, economic and social characteristics of the region must be given.</p> <p>Draw and label a map showing the explorations and settlement of North America. Students then would write an essay explaining the pattern of settlement demonstrated by the European nations. Research a specific settlement from at least two European nations and create a multimedia presentation (or essay or have class debate, etc...) comparing the settlement and development of these two places.</p>	<p>EOCEP TEACHER'S GUIDE www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf (P. 10)</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC 1.1 Continued Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.</p>	<p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>“The Three Colonial Sections: More Similar or Different?” <i>Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914.</i> The Center for Learning, 1997. Information on the 13 colonies including maps and information for each of the colonial regions www.timepage.org/spl/13colony.html</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature Reading Guide on the Economics of early settlements http://nationalhumanitiescenter.org/pds/amerbegin/permanence/text1/text1read.htm</p> <p>Zike’s Reading & Study Skills Foldables www.gaston.k12.nc.us/departments/tlc/TLC2005/resources/clagg/FOLDABLES.doc</p>	<p>Graphic Organizers www.eduplace.com/graphicorganizer/ www.educationoasis.com/curriculum/GO/vocab_dev.htm</p> <p>Use images and maps to help students recall the characteristics of the colonial regions. Make a chart comparing the religious, social, economic and political characteristics of the colonial regions. The comparison should include characteristics of settlers, purpose/motivation of settlement difficulties faced, and an analysis for reasons of eventual success. Generalize as to whether these developments were typical or atypical of the host nation and why this was so</p> <p>Based upon study of the English, French, and the Spanish students should create a symbol that represents the attitudes of each nation toward either exploration and/or colonization. Explanation of symbols to either small groups or the class as a whole would follow. Allow students to vote (cannot vote for their own symbol) on which symbol best represents each nation’s attitude.</p>	

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.1 Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Northern Campaigns Revolutionary War in Northern States (interactive) War in the Lower South (interact.) www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch03.html# (Select maps /title) [Use for a quick review]</p> <p>Primary Sources:</p> <p>The Mayflower Compact Timeline of History of Representative Government in Colonial America (Primary Documents) www.historyplace.com/unitedstates/revolution/rev-early.htm</p> <p>Two Principles of English Government: Limited Government & Representative Government (Summary and Activities) www.tea.state.tx.us/ssc/teks_and_tas/taas/review/heritage/heritage2.htm</p> <p>Foundations of US Government http://regentsprep.org/Regents/ushisgov/themes/government/foundation.htm</p>	<p>Refer to SS Standards appendix Literacy Elements: E: Explain change and continuity over time.</p> <p>K: Use texts,... and documents to observe and interpret social studies trends and relationships.</p> <p>V: Use a variety of media to develop and organize integrated summaries of social studies information.</p> <p>“Summarizing and Note-Taking” from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock</p> <p>Chart Comparing the Important Features of the Magna Carta and the English Bill of Rights: Limitations on Government Power http://www.tea.state.tx.us/ssc/teks_and_tas/taas/review/heritage/heritage3.htm</p> <p>Governing the English Colonies PowerPoint (Select slides aligned to Support Document) http://teachingwithpowerpoint.com/Col.html</p> <p>After reading the Mayflower Compact students will select passages which established the foundation for self-government and democracy.</p> <p>Create a graphic organizer (example – T Chart) illustrating the areas of conflict between colonial legislatures and royal governors including the issues of assembly and taxation.</p>	<p>To demonstrate mastery of this indicator the student should: Explain the development of early representative government in the British colonies. Summarize the concepts of rule of law and the political rights of the colonists that were brought with them from England. Compare British colonial policy before and after the French and Indian War. Classify the British actions as taxes or other violations of rights. Infer that it was the accumulation of “repeated injuries and usurpations” which brought the colonists to the point of Rebellion.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.1 Continued Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors.</p>	<p>Political Cartoon: Boston Tea Party www.csd.edu/Link/Ims/RevDBQ/document_5.htm</p> <p>Teacher resources:</p> <p>Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p>	<p>Make a timeline of the development of representative government in the British North American colonies. Include the influence of the British system (Magna Carta, colonial charters, salutary neglect etc.) as well as conflict between the colonies and the Crow.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemsTeachers.pdf</p>

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps African American Population in British America circa 1760 www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch03.html# (Click on Maps)</p> <p>Primary Sources Emancipation in Massachusetts www.slavenorth.com/massemancip.htm</p> <p>Emancipation in Pennsylvania www.slavenorth.com/penna.htm</p> <p>The American Revolution Published by Performance Education, it is Toolbook #BZ-4117.</p> <p>Revolutionary Political Cartoons http://historymatters.gmu.edu/d/6764/</p> <p>Declaration of Independence www.usconstitution.net/declar.html</p> <p>John Brown's Declaration of Independence www.digitalhistory.uh.edu/learning_history/brown/planning3.cfm</p>	<p>Refer to SS Standards appendix Literacy Elements:</p> <p>K: Use documents to observe and interpret social studies trends and relationships</p> <p>L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts.</p> <p>O: Consider multiple perspectives of documents and stories</p> <p>V: Use a variety of media to develop and organize integrated summaries of social studies information.</p> <p>E: Explain change and continuity over time.</p> <p>Create a chart of principles from the Declaration of Independence exemplified in state constitutions.</p> <p>Develop a comparison matrix of principles expressed in the Declaration of Independence and The Declaration of the Rights of Man and the Citizen.</p> <p>Hold a Socratic seminar discussing the similarities and differences between Declaration of Independence and The Declaration of the Rights of Man and the Citizen (or any other political "declaration" based on democratic principles)</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain the importance of the Declaration of Independence in establishing the reasons for separation and convincing reluctant patriots to join in opposition to the Crown. Summarize the principles upon which Americans based their justification for the Revolution and upon which other groups throughout the world based their claims for "life, liberty and the pursuit of happiness". Interpret short selections of the document and Infer which acts of the British government that violated American rights were being cited in portions of the document.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.2 Continued Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large.</p>	<p>Transparencies and Questions www.cyberlearningworld.com/lessons/canade/causeandeffect.htm transparencies go to file, print preview, change scale to 150%, and print/view)</p> <p>Seneca Falls Declaration of Sentiments www.pinn.net/~sunshine/book-sum/seneca3.html</p> <p>Workingman’s Declaration of Independence www.kentlaw.edu/ilhs/doc29.html</p> <p>Declaration of the Rights of Man and of the Citizen http://chnm.gmu.edu/revolution/d/295/</p> <p>Universal Declaration of Human Rights http://www.un.org/Overview/rights.html</p> <p>The Virginia Declaration of Rights www.gunstonhall.org/documents/vdr.html</p> <p>Texas Declaration of Independence http://www.lsjunction.com/docs/tdoi.htm</p> <p>Teacher resources:</p> <p>Locally adopted textbook (see appendix)</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p>	<p>Chain Order of Events: Quick Review of Events Prior to Revolutionary War http://teachingtoday.glencoe.com/userfiles/file/American%20Revolution%20Chain%20Reaction%20Chronology.pdf</p> <p>Students will create their own DOI before examining the parts of the DOI. www.cyberlearningworld.com/lessons/lp.declaration_of_independence.htm</p> <p>Understanding the DOI Lesson http://edsitement.neh.gov/view_lesson_plan.asp?id=723</p> <p>Assign groups of students primary source documents that illustrate the impact of the DOI. Make a timeline of events/groups that were impacted by the ideals of the Declaration of Independence and explain how they applied these DOI principles to their movements.</p> <p>Read the emancipation documents from Pennsylvania and Massachusetts and interpret the map of the African American population in 1760 to determine why these states decided to free their slaves.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.2 Continued Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large.</p>	<p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: http://nationalhumanitiescenter.org/pds/livingrev/politics/politics.htm</p> <p>Understanding Origins of DOI http://edsitement.neh.gov/view_lesson_plan.asp?id=723</p> <p>To What Extent did the DOI Have Meaning for African Americans? www.oah.org/pubs/magazine/standards/pynesse.html</p> <p>Impact of the DOI background info www.archives.gov/exhibits/charters/charters_of_freedom_14.html</p> <p>The DOI: An Analytical View www.pbs.org/ktca/liberty/tguide_2.html</p> <p>Impact of DOI including Ho Chi Minh's declaration www.history.ilstu.edu/tahq/teachers_scholars/maier_kelly.html</p> <p>Declaration of Independence PowerPoint (Select slides aligned to Support Document) http://teachingwithpowerpoint.com/The_American_Revolution.html</p> <p>American Revolution PowerPoint (Select slides aligned to Support Document) http://teachingwithpowerpoint.com/The_American_Revolution.html</p>		

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.2 Continued Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large.</p>	<p>Lesson: Declare the Causes: The Declaration of Independence http://edsitement.neh.gov/view_lesson_plan.asp?id=282</p> <p>Lesson: "An Expression of the American Mind": Understanding the Declaration of Independence http://edsitement.neh.gov/view_lesson_plan.asp?id=723</p> <p>"All Men Are Created Equal" : The Power Of An Idea (includes examples) www.nps.gov/revwar/unfinished_revolution/01_all_men_are_created_equal.html</p> <p>International Scripture: The Impact of the Declaration of Independence (includes Ho Chi Minh's Declaration) www.history.ilstu.edu/tahq/teachers_as_scholars/maier_kelly.html</p>		

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.3 Explain the development and effectiveness of the Articles of Confederation.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Western Land Cessions, 1782-1802 Land Ordinance of 1785 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch04.html#maps (click on maps and select title)</p> <p>Teacher Resources:</p> <p>Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>“Lesson 10: The Articles of Confederation-The Challenge of Sovereignty.” Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914. The Center for Learning, 2006.</p> <p>Weaknesses of Articles of Confederation http://regentsprep.org/Regents/ushisgov/themes/government/foundation.htm</p>	<p>Refer to SS Standards appendix Literacy Elements: H: Construct ... tables and diagrams to display social studies information.</p> <p>L: Interpret ... maps, charts, tables, graphs, flow charts, diagrams ... documents... and other artifacts.</p> <p>O: Consider multiple perspectives of documents and stories.</p> <p>S: Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews</p> <p>“Cooperative Learning” from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock</p> <p>Jigsaw Articles of Confederation www.history-quest.com/Lessons/JigsawonArticles.htm</p> <p>Jigsaw Group information sheet www.history-quest.com/Lessons/jigsawonarticles.doc</p> <p>Weaknesses of AOC Foldable http://ushistory.pwnet.org/resources/pdf/USI7a.pdf</p> <p>Problems with the AOC Activity http://edsitement.neh.gov/lesson_images/lesson727/Constitution_Activity02.pdf</p>	<p>To demonstrate mastery of this indicator the student should: Explain why the Articles of Confederation was designed to be a weak form of central government. Classify the strengths and weaknesses of the Articles as diplomatic, economic and political Classify actions of the Articles government as evidence of either effectiveness or ineffectiveness. Interpret maps, graphs and charts and Infer their value as evidence of the effectiveness of the government under the Articles of Confederation. Compare the Articles government with the government under the Constitution (USHC 2.5).</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.3 Continued Explain the development and effectiveness of the Articles of Confederation.</p>	<p>Comparison of the provisions of the Articles of Confederation with those in the Constitution http://home.earthlink.net/%7Egfeldmeth/cart.art.html</p> <p>The Northwest Ordinance www.yale.edu/lawweb/avalon/nworder.htm</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Predicaments of Early Republic Life http://nationalhumanitiescenter.org/pds/livingrev/index.htm</p> <p>Political cartoon explaining Weakness of the AOC (Teacher page) www.pbs4549.org/economics/cartoon.htm</p> <p>Articles of Confederation PowerPoint (Select slides aligned to Support Document) http://teachingwithpowerpoint.com/The_Constitution.html</p> <p>Congress is Unable to Raise Revenue and Repay Revolutionary War Debts http://edsitement.neh.gov/view_lesson_plan.asp?id=727</p>	<p>Illustrate a political cartoon explaining a Weakness of the AOC (activity) www.pbs4549.org/economics/images/cartoon.pdf</p> <p>Why a weak central government? Americans Attitude Toward the British Monarchy Lesson: http://edsitement.neh.gov/view_lesson_plan.asp?id=462</p> <p>"Articles of Confederation – Effective or Not?" Case Studies http://dreamhistory.org/sitebuildercontent/sitebuilderfiles/lesson8aoc.doc</p> <p>Construct a chart illustrating specific strengths and weaknesses of the Articles of Confederation. Draw conclusions and predict outcomes.</p> <p>Do an open or closed sort using data cards with strengths and weaknesses of the AOC.</p> <p>Create a chart detailing major weaknesses of the Articles of Confederation as a government. Classify these weaknesses as either political or economic in nature. (Add other classifications as deemed appropriate)</p> <p>Identify and defend (examples – paper, debate or oral defense) 2-3 weaknesses from the Articles as outgrowths of the colonial experiences with British government.</p> <p>As a group students use a closed sort to place characteristics and/or acts associated with the Articles of Confederation in the categories of "effective" or "ineffective."</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.4 Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps:</p> <p>Ratification of the Constitution http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch04.html#maps (click on maps and select title)</p> <p>Primary Sources:</p> <p>Virginia Plan http://presspubs.uchicago.edu/founder_s/print_documents/v1ch8s7.html</p> <p>New Jersey Plan http://presspubs.uchicago.edu/founder_s/print_documents/v1ch8s9.html</p> <p>The First State Constitutions Article and Questions www.teachtci.com/resources/ha/usi/to_pic06.aspx</p> <p>Teacher Resources:</p> <p>Locally adopted textbook DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p>	<p>Refer to SS Standards appendix Literacy Elements:</p> <p>E: Explain change and continuity over time.</p> <p>L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts.</p> <p>O: Consider multiple perspectives of documents and stories.</p> <p>S: Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews</p> <p>Have students draw an interest group: women, northerners, southerners, big states, small states. Have them write a letter to the editor in their role explaining their reaction thus far to the convention decisions.</p> <p>Have students draw a political cartoon that might have appeared in the hometown paper of their delegate as to the decisions being made at the convention.</p> <p>The Great Compromise: House Divided – Class debate, complete graphic organizer, and create a political cartoon www.congresslink.org/print_lp_greatcompromise.htm</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize the characteristics of the new government under the Constitution.</p> <p>Explain the economic crisis of the 1780s and the cause and effect relationship between the Massachusetts rebellion and the calling of the convention.</p> <p>Compare the competing state interests and</p> <p>Explain and Classify the resulting compromises.</p> <p>Compare the positions taken by the Federalists and the Anti-Federalists on the issue of ratification.</p> <p>Compare the Federalists and Anti-Federalists of the ratification period with the Federalists and the Democratic-Republicans of the 1790s (USHC 2.6) and distinguish between the positions of all of these groups.</p> <p>Explain the impact of <i>The Federalists Papers</i></p> <p>Infer the relative importance of <i>The Federalists Papers</i> and the promise of the addition of</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.4 continued Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution.</p>	<p>Constitution PowerPoints (Select slides aligned to Support Document) http://teachingwithpowerpoint.com/The_Constitution.html</p> <p>Federalists v. Anti-Federalist Positions: http://faculty.polytechnic.org/gfeldmeth/chart.fed.pdf</p> <p>3/5 Compromise: Visual http://dreamhistory.org/sitebuildercontent/sitebuilderfiles/placard35compromise.pdf</p> <p>Mock Constitutional Convention (must be modified for time) www.congresslink.org/print_lp_mockconvention.htm</p> <p>Lesson: The Constitutional Convention of 1787 http://edsitement.neh.gov/view_lesson_plan.asp?id=726</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Reading Guide On Government and Liberty in the New Nation http://nationalhumanitiescenter.org/pds/livingrev/politics/politics.htm</p>	<p>Constitutional Convention Simulation http://www.cyberlearningworld.com/lessons/ushistory/concon/lp.constitutional_convention.htm</p> <p>Read Brutus #2 and Federalist #84. Summarize the arguments for and against a Bill of Rights as stated in these documents. (Correlates USHC-2.5)</p> <p>Create a newspaper on the Constitutional Convention. The newspaper should contain at least one article on each of the following - Virginia Plan, New Jersey Plan, and the Connecticut Compromise - and with each article summarizing the issue of representation.</p> <p>As individuals or groups, have students create charts illustrating powers granted to the national government (or denied to the state governments) to correct specific weaknesses found in the Articles of Confederation. (correlates with USHC-2.3)</p> <p>Write a "newspaper article" as a reporter summarizing the arguments surrounding the issues of representation at the Constitutional Convention. The newspaper should contain at least one article on each of the following: Virginia Plan, NJ Plan, 3/5s Compromise, Slave Trade Compromise and the Connecticut Compromise.</p> <p>Divide the class into Federalists and Anti-Federalists and have them write "papers" arguing for and against ratification of the Constitution. The language should be modern though the papers should include some of the arguments from the original papers as well as any additional</p>	<p>a bill of rights to the Constitution in securing ratification.</p> <p>Interpret a short portion of a Federalist or Anti-Federalist position paper and identify the position that it supports</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemsTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.4 continued Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution.</p>		<p>arguments. Read and debate as a class.</p> <p>Primary Document Activity: Federalist Paper 51 (Scan down to the correct activity.) http://www.crfusa.org/Foundation_docs/Foundation_leson_fedpapers</p> <p>The Federalist Debates: Balancing Power Between State and Federal Governments http://edsitement.neh.gov/view_lesson_plan.asp?id=425</p> <p>Make a graphic organizer that lists the problems of the Articles of Confederation and the solutions that were included in the new Constitution.</p> <p>Make a chart that lists the issues debated at the Constitutional Convention, the positions taken by opposing sides and the compromises that were reached</p> <p>Create a pro/con chart illustrating three to five major issues of conflict at the Constitutional Convention, as well as, what the compromise was for each issue among the thirteen states.</p> <p>Create a graphic organizer comparing the Articles of Confederation and the Constitution of the United States for separation of powers of the legislative, executive, and judicial branches. (USHC 2.3)</p>	

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.5 Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Primary Sources: Foundations to the Constitution (Primary Documents) www.crfusa.org/Foundation_docs/Foundation_home.html</p> <p>Interactive Constitution www.constitutioncenter.org/constitution/</p> <p>Teacher resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Interactive Teaching Checks and Balances Flow Chart (teacher page) www.cyberlearningworld.com/lessons/civics/checksandbalances/interactive_checks_and_balances_flow_chart.htm</p> <p>Student Worksheet for Interactive Teaching Checks and Balances Flow Chart www.cyberlearningworld.com/lessons/checks.htm</p>	<p>Refer to SS Standards appendix Literacy Elements: E: Explain change and continuity over time. L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts. O: Consider multiple perspectives of documents and stories. S: Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews</p> <p>“Non-linguistic Representations” from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock</p> <p>Bill of Rights Foldable http://ushistory.pwnet.org/resources/pdf/USI7b.pdf (it is NOT essential for students to know the amendments by their number)</p> <p>I Have/Who Has Vocabulary Practice (NOTE: Align to support document for USHC-2.5 www.cyberlearningworld.com/lessons/i_have.htm</p> <p>Separation of Power Foldable http://ushistory.pwnet.org/resources/pdf/USI7b_Separation.pdf</p>	<p>To demonstrate mastery of this indicator the student should: Analyze the Constitution by differentiating between examples of federalism, separation of powers or checks and balances. Compare the protections of the Constitution with those in the Magna Carta and the English Bill of Right. Compare the Constitution with the Articles of Confederation. Explain the idea of limited government and how this is Exemplified in the Constitution. Infer from a piece of Constitutional text the principle, such as sovereignty, federalism, separation of powers and checks and balances, which is being discussed</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.5 continued Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters.</p>	<p>Constitution for Kids www.usconstitution.net/constkids.html</p> <p>Magna Carta and Its American Legacy www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html</p>	<p>Use a vocabulary strategy that includes drawing a picture of the concepts for checks and balances. Separation of powers, Magna Carta, Bill of Right and colonial charter.</p> <p>K-W-L Chart on six basic principles are</p> <ul style="list-style-type: none"> • Limited government • Popular sovereignty • Separation of Powers • Checks and Balances • Judicial Review • Federalism <p>Create a diagram (Venn, T-Chart, Fishbone, Y-Chart, etc.) comparing the rights in the US Bill of Rights to the English Bill of Rights.</p> <p>Constitution: Basic Principles Activity http://dreamhistory.org/sitebuildercontent/sitebuilderfiles/lessonconst.doc</p> <p>Lesson: Reviewing Important Documents in the Origins of US Government (Align to Support Document) http://www.cyberlearning-world.com/lessons/civics/lp.historical_documents_review.htm</p> <p>Primary Document Activity: Federalist Paper 47 (Scroll down to the correct activity.) (USHC 2.4) www.crfusa.org/Foundation_docs/Foundation_lesson_fedpapers</p>	<p>EOCEP TEACHER'S GUIDE http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf (P. 11-12)</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.5 continued Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters.</p>		<p>Create a matrix or Venn diagrams comparing the rights in the US Bill of Rights to the English Bill of Rights. Students should create categories for the comparisons to be made. Based upon principles stated in the Declaration of Independence students will critique portions of the Articles of Confederation and/or the Constitution and Bill of Rights and determine the extent to which these principles are exemplified in these documents. Have a class discussion debating the conclusion of these critiques. (Correlates with USHC-2.2; 2.3)</p> <p>Examine writings of Montesquieu and have students summarize arguments for separation of power.</p> <p>Study two articles from the Magna Carta. Analyze what rights they protect and evaluate what values and whose interests they promote. Discuss as a class and compare the similarities and differences to the Constitution. (Correlates to USHC-2.1).</p> <p>Make a timeline of the documents that impacted the development of the United States Constitution.</p>	

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.6 Compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Primary Sources: Federalists and Jeffersonians http://www.gilderlehrman.org/teachers/module3/mod_tools.html (click on title)</p> <p>The Report on Manufactures www.gilderlehrman.org/search/display_results.php?id=GLC00891</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>"Lesson 13: the Development of Political Parties." <i>Advanced Placement U.S. History1: The Evolving American Nation-State 1607-1914.</i> The Center for Learning, 2006.</p> <p>"DBQ 5: Growth of Political Parties." <i>Document Based Assessment Activities for U. S. History Classes.</i> J. Weston Walch, Publishers, 1999.</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships O: Consider multiple perspectives of documents and stories. V: Use a variety of media to develop and organize integrated summaries of social studies information.</p> <p>Simulated Debate between D-R and Federalists over Hamilton's financial plan and foreign policy issues</p> <p>"Identifying Similarities and Differences" from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock</p> <p>Emergence of Two Political Parties Foldable http://ushistory.pwnet.org/resources/pdf/USI7c.pdf</p> <p>Conduct a classroom debate with one group taking the ideas of Thomas Jefferson (D-R) and one group taking the ideas of Alexander Hamilton (Federalists) over the issues identified in the Standards Support Document.</p> <p>Draw political cartoons illustrating the different beliefs of the Federalist and Democratic-Republican Parties.</p> <p>Use a graphic organizer to list the first political parties, who their leaders were, who their supporters were, and the issues they supported.</p>	<p>To demonstrate mastery of this indicator the student should: Compare the political and economic views of Hamilton and Jefferson and the characteristics and membership of the political parties that they founded. Explain the economic and sectional basis for the political views of each party. Interpret a short piece of text and identify whether it is the opinion of a member of one or the other political faction. Given various Examples of ideologies or membership characteristics, students should be able to identify the party. Interpret charts and political cartoons and Infer their relationship to the development of political parties</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.6 Continued Compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system.</p>	<p>Views of Jefferson and Hamilton http://faculty.polytechnic.org/gfeldmeth/chart.feddr.pdf</p> <p>Unit: The First American Party System: Events, Issues, and Positions http://edsitement.neh.gov/view_lesson_plan.asp?id=557</p> <p>Lesson: The First American Party System: A Documentary Timeline of Important Events (1787-1800) http://edsitement.neh.gov/view_lesson_plan.asp?id=559</p> <p>Lesson: The First American Party System: Federalists and Democratic-Republicans: The Platforms They Never Had http://edsitement.neh.gov/view_lesson_plan.asp?id=560</p> <p>Early Political Parties www.cyberlearningworld.com/lessons/ushistory/lppolpart.htm</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Reading Guide on Thomas Jefferson and Alexander Hamilton http://nationalhumanitiescenter.org/pds/livingrev/politics/text2/text2read.htm</p>	<p>Using a debate format, argue contemporary issues based on the political views of Jefferson and Hamilton .</p> <p>“Non-linguistic Representations” from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock www.ascd.org/portal/site/ascd/template.chapter/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?chapterMgmtId=ef63a2948ecaff00VgnVCM1000003d01a8c0RCRD</p> <p>Using small groups give students a list of key events and/or issues (or have them generate a list) instrumental in the formation of the first political parties which they will prioritize in terms of impact in creating political parties. Students must create criteria guiding their prioritization. Have groups post their decisions and compare to one another.</p> <p>After researching philosophies of Thomas Jefferson & Alexander Hamilton, students are given famous quotes and statements (from primary documents) produced by Jefferson & Hamilton. Discuss quotes and have students identify which quotes Jefferson or Hamilton authored.</p> <p>Produce a video “talk show” in which students portray Hamilton and Jefferson’s philosophies regarding states’ rights, federal power, foreign policy, taxes, national bank, and Revolutionary War debts.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemsTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.6 Continued Compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system.</p>		<p>Make a chart that lists the domestic and foreign policy issues that led to the split between the parties, the positions taken by Hamilton and Jefferson and any compromises that they were able to reach. Illustrate the chart.</p> <p>Make a timeline of events that split the parties from 1789 until 1804. Differentiate between foreign and domestic issues. Illustrate the timeline.</p> <p>Drill and practice using a Bingo game format.</p>	

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.7 Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall's precedent-setting decisions such as that in <i>Marbury v. Madison</i>.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org (click on History Resource Center: US)</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>www.landmarkcases.org This site has a full range of resources and activities to support the teaching of landmark Supreme Court cases <i>*Summaries are written on 3 different reading levels</i></p> <p>Advanced Placement U.S. History1 <i>The Evolving American Nation-State 1607-1914</i>. The Center for Learning, 2006. "Lesson 14: The Role of the Judiciary in the Creation of the National State."</p> <p>ETV Video: Marbury v. Madison http://player.discoveryeducation.com/index.cfm?guidAssetId=7E253D3F-BBC9-4D6B-AEE8-31AFCDA2D7FB</p>	<p>Refer to SS Standards appendix Literacy Elements: E: Explain change and continuity over time K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships Analyze a political cartoon in terms of its meaning as related to <i>Marbury v. Madison</i> or other Marshall court cases. www.landmarkcases.org/marbury/cartoon.html</p> <p>Create a political cartoon depicting the evolution of the Supreme Court and Marshall's idea of the supremacy of the national government and the role of the Supreme Court.</p> <p>Individually or in small groups students analyze one of the following: a political cartoon in context of <i>Marbury v. Madison</i>; excerpts of the majority opinion in <i>Marbury v. Madison</i>; the reaction of Thomas Jefferson to the <i>Marbury</i> decision; the judicial legacy of Marshall; or documents associated with power of the Supreme Court including Federalist Papers, Anti-Federalist Papers, and legislation. www.landmarkcases.org/marbury/home.html</p> <p>Create a graphic organizer summarizing Marshall Court decisions related to federalism [McCulloch vs. Maryland, Gibbons vs. Ogden, Dartmouth vs. New Hampshire, Worcester vs. Georgia]</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain the ruling in <i>Marbury v. Madison</i> and the importance of judicial review. Summarize the role of the Marshall Court in supporting a strong national government and in continuing this Federalist tradition even after the party had lost control of Congress and the presidency.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemsTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-2.7 Continue Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall's precedent-setting decisions such as that in <i>Marbury v. Madison</i></p>	<p>Legacy of Marshall's Court http://faculty.polytechnic.org/gfeldmeth/lec_marshall.html</p>	<p>Add the Marshall Court cases to the chart created for USHC 2.6 on the positions of the parties on the issue of who should determine the constitutionality of acts of Congress, the national judiciary or the states. Illustrate the chart with non-linguistic representations of the Marshall Court cases.</p>	

USHC-3

The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-3.1 Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Animated Atlas Louisiana Purchase Map www.learner.org/interactives/historymap/states_louisiana.html</p> <p>Map and Explanation of Westward Expansion www.socialstudieshelp.com/Lesson_32_Notes.htm</p> <p>Maps http://regentsprep.org/Regents/ushisgov/themes/immigration/manifest.htm</p> <p>Indian Removal and Westward Expansion http://www.bcps.org/offices/lis/models/indianremoval/index.html</p> <p>Mapping the West www.edgate.com/lewisandclark/</p> <p>Transportation Transformed America: Railroad http://americanhistory.si.edu/onthemove/</p>	<p>Refer to SS Standards appendix Literacy Elements E: Explain change and continuity over time.</p> <p>G: Make and record observations about physical and human characteristics about places.</p> <p>I: Use maps to observe and interpret geographic information and relationships.</p> <p>O: Consider multiple perspectives of documents and stories.</p> <p>Motivations for Westward Expansion Foldables, Map, Graphic Organizers, and Activities http://ushistory.pwnet.org/resources/pdf/USI8b_Geographic.pdf</p> <p>Land Acquisitions Map and Foldable Activity http://ushistory.pwnet.org/resources/pdf/USI8a_Acquisitions.pdf</p> <p>http://ushistory.pwnet.org/resources/pdf/US18a_Map.pdf</p> <p>http://ushistory.pwnet.org/resources/pdf/Westward_Expansion.pdf (student samples)</p> <p>Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914. The Center for Learning, 2006. "Lesson 16: The Evolution of Democracy from Jefferson to Jackson"</p>	<p>To demonstrate mastery of this indicator the student should: Explain the impact of westward expansion on the development of the United States. Students should be able to give examples of major land acquisitions and Classify them as to how they were acquired. Summarize people's motivations for moving west and the impact of railroad construction on the developing west. Give Examples of changing policy towards the Native Americans and Summarize the impact of those policies on the Native Americans. Interpret maps and graphs and Infer their relationship to information about the time period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-3.1 continued Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character.</p>	<p>United States in 1803 www.earlyamerica.com/earlyamerica/maps/louisianapurchase/colormap.htm</p> <p>The Indian Reservations in the West Indian reservations in 1875 and 1900 www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch11.html#maps (Select maps/title)</p> <p>Primary Sources The National Humanities Center: opposing views on the nature of Native Americans http://nationalhumanitiescenter.org/pds/trumphnationalism/expansion/text4/cassremoval.pdf</p> <p>Helen Hunt Jackson, A Century of Dishonor www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#documents (Select documents/title)</p> <p>Images: Buffalo hunt, 1873 Buffalo skinner, 1874 Destroyed buffalo herds http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch11.html#images (Select images/title)</p>	<p>Analyze the Homestead Act of 1862. Explain the purpose and results of the Act.</p> <p>Create "journal entries" written in first person describing your life if you had participated in one of the following processes: a pioneer moving west along one of the major trails; a cattle drive; a homesteader settling on the prairie; An Amerindian being relocated to a reservation; a miner who's heading to California in 1849.</p> <p>Evaluate a "tall tale" of the West and analyze how it was reflective of the culture or values of the era.</p> <p>Create graphic organizers summarizing the impact of the Homestead Act and the Railroad Acts on the development of the cattle industry.</p> <p>Draw a map reflecting the impact of the Indian Removal Act from 1830-1840's.</p> <p>Create two maps showing and comparing the territories controlled by Native Americans before resettlement and after resettlement.</p> <p>Working in groups, students will create "Territorial Expansion During the 19th Century" map jigsaw puzzle. Students can trace a US map and cut out puzzle pieces representing the major land acquisitions on cardstock and write notes on the back of each piece to explain how it was acquired. Exchange puzzles and compare notes.</p>	<p>Infer the significance of these changes for American democracy. Students should be able to Interpret the impact of westward expansion on national unity.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-3.1 continued Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character.</p>	<p><u>40,000 buffalo hides, Dodge City, KS, 1878</u></p> <p><u>Ghost dancer Geronimo and his followers after his surrender, 1886</u></p> <p><u>Chief Joseph of the Nez Perce</u></p> <p><u>Flathead reservation in Montana</u> www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html</p> <p><u>Indian children at the Carlisle school, 1900</u> www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#images (Select images/title) www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#images (Select images/title)</p> <p><u>Teacher Resources:</u> DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p>	<p>Illustrate a political cartoon examining the impact of westward expansion on the lives of Native Americans.</p> <p>Analyze Trail of Tears painting using picture analysis worksheet. www.pbs.org/wgbh/aia/part4/4h1567b.html (painting)</p> <p>www.trumanlibrary.org/educ/photo.pdf (worksheet)</p> <p>Make an illustrated timeline of events in the settlement of the west.</p> <p>Illustrate a blank map of North America with pictures and symbols that represent the conflicts and compromises that resulted from settlement.</p> <p>Jigsaw: Read and interpret primary source documents related to the changing policy of the United States government towards the Native Americans in cooperative groups. Place these policy changes on a timeline. Illustrate with drawings or pictures.</p> <p>Make a chart comparing the policies of removal, reservation and severalty and their impact on Native American culture</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-3.1 continued Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character.</p>	<p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Reading Guide on Westward Movement. http://nationalhumanitiescenter.org/pds/livingrev/expansion/expansion.htm</p> <p>Timeline: The Last Frontier: Winning the Last of the West 1865–1900 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#timeline (Select timeline/title)</p> <p>The Trail of Tears www.pbs.org/wgbh/aia/part4/4h1567.html</p> <p>The Sioux Treaty of 1968 www.archives.gov/education/lessons/sioux-treaty/</p> <p>Indian Boarding Schools http://memory.loc.gov/ammem/ndlpedu/lessons/01/indian/index.htm</p> <p>Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914. The Center for Learning, 2006. "Lesson 16: The Evolution of Democracy from Jefferson to Jackson"</p>		

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-3.2 Explain how the Monroe Doctrine and the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps Map: New Boundaries http://www.americaslibrary.gov/cgibin/map.cgi?data=/assets/jb/reform/jb_reform_quadulup_1.sid&tnail=/assets/jb/reform/jb_reform_quadulup_1_n.gif&template=/jb/reform/jb_reform_quadulup_1_e.html</p> <p>Primary Sources: The Monroe Doctrine www.law.ou.edu/ushistory/monrodoc.shtml</p> <p>Teacher Resources: Locally adopted textbook DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>"Lesson 20: The Mexican War- Was It in the National Interest?" <i>AP U.S. History 1: The Evolving American Nation-State 1607-1914</i>. The Center for Learning, 2006.</p> <p>Lesson: The Monroe Doctrine: Origin and Early American Foreign Policy http://edsitement.neh.gov/view_lesson_plan.asp?id=574</p>	<p>Refer to SS standards appendix Literacy Elements: D: Create and interpret data on time lines. I: Use maps to observe and interpret geographic information and relationships. O: Consider multiple perspectives of documents and stories</p> <p>Cartoon Evaluation Worksheet http://nieonline.com/cftc/pdfs/eval.pdf</p> <p>Draw a map of the United States detailing the acquisition of land during the 19th century</p> <p>Create a matrix comparing the acquisitions of the Louisiana Territory, Texas, the Mexican Cession, the Gadsden Purchase, the Alaska Purchase, and the Oregon Territory. Include from whom it was acquired, how it was acquired, the reasons/motivation for acquisition and the general geographic boundaries of the area.</p> <p>Develop a diagram analyzing the relationship between Mexican authorities and Americans settling in Texas that includes an examination of their goals, actions, and outcome of actions. Write an essay hypothesizing how the conflict in Texas could have been avoided.</p>	<p>To demonstrate mastery of this indicator the student should: Explain the impact of the actions of the United States government on United States relations with other nations due to the Monroe Doctrine and Manifest Destiny. Explain each of these concepts, give Examples of when and where each was applied, Classify United States foreign policy as a reflection of either the Monroe Doctrine or Manifest Destiny and Compare the significance of each on United States foreign policy in the nineteenth century. Interpret maps and graphs and Infer their relationship to information about the time period. Interpret the impact of each policy and Infer its long term impact on United States foreign policy in the Western Hemisphere.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-3.2 continued Explain how the Monroe Doctrine and the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War.</p>	<p>The U.S. Mexican War http://www.pbs.org/kerawar/ushmexicanwar/index_flash.html interactive</p> <p>The Treaty of Guadalupe Hidalgo http://www.archives.gov/education/lessons/guadalupe-hidalgo/</p> <p>Teaching with Documents: Anti-Railroad Propaganda and the Growth of Regionalism http://www.archives.gov/education/lessons/anti-rail/</p> <p>Map: New Boundaries http://www.americaslibrary.gov/cgi-bin/map.cgi?data=/assets/jb/reform/jb_reform_guadalupe_1.sid&tnail=/assets/jb/reform/jb_reform_guadalupe_1_n.gif&template=/jb/reform/jb_reform_guadalupe_1_e.html</p>	<p>Make a chart comparing the positions of the United States and Mexico on the issues that lead to the Mexican war, including slavery, Texan independence, the desire of the US to purchase California, the border between Mexico and Texas and the terms of the treaty that ended the Mexican War.</p> <p>Monroe Doctrine) Political Cartoons with Questions) http://www.dreamhistory.org/sitebuildercontent/sitebuilderfiles/monroedoctrinecartoons.doc</p> <p>Create a political cartoon to explain Manifest Destiny and Monroe Doctrine. Include a caption and a brief explanation of how each relates to westward expansion.</p> <p>"Non-linguistic Representations" from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock http://www.ascd.org/portal/site/ascd/template.chapter/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?chapterMgmtId=ef63a2948ecaff00VgnVCM1000003d01a8c0RCRD</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p> <p>EOCEP TEACHER'S GUIDE http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf (P. 13)</p>

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-3.3 Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Sectionalism and a Growing Nation http://faculty.polytechnic.org/gfeldmeth/lec_sect.html</p> <p>The Ohio and Erie Canal Catalyst of Economic Development www.nps.gov/history/NR/twhp/wwwlps/lessons/41ohio/41ohio.htm</p> <p>The Building of the Chesapeake and Ohio Canal www.nps.gov/history/nr/twhp/wwwlps/lessons/10cando/10cando.htm</p> <p>Building America's Industrial Revolution The Boott Cotton Mills of Lowell Massachusetts www.nps.gov/history/nr/twhp/wwwlps/lessons/21boott/21boott.htm</p>	<p>Refer to SS standards appendix: Literacy Elements: E: Explain change and continuity over time H: Construct maps, graphs, tables, and diagrams to display social studies information K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Create a graphic organizer, map or chart summarizing the economic development of the South, North, and West in the antebellum era.</p> <p>"Identifying Similarities and Differences" from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock</p> <p>Create a chart that compares economic development in the three regions.</p> <p>Factory vs. Plantation Lesson http://edsitement.neh.gov/view_lesson_plan.asp?id=289</p>	<p>To demonstrate mastery of this indicator the student should: Compare the economic development of the North, South and West in the United States. Give examples of those developments, and explain them, Classify developments according to region, and Summarize the development in each region Interpret maps, graphs and political cartoons and infer their relationship to information about the time period. Interpret the significance of these regional differences and infer their impact on American political unity.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-3.3 continued Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West.</p>	<p>Focus: Understanding Economics in U.S. History (Order from the NCEE) http://store.ncee.net/focus-ushistory.html#</p> <p>Pre Civil War Economic Development http://regentsprep.org/Regents/ushisgov/themes/economic/ind.cfm</p> <p>Practice Tests (Select questions aligned to the SC Support Document) http://www.regentsprep.org/Regents/core/questions/question.cfm?Course=USHG&TopicCode=2e&QNum=1&Wrong=0</p> <p>Economic Regions: Developing an American Economy http://odur.let.rug.nl/%7Eusa/ECO/1991/ch3_p5.htm</p> <p>Economic Expansion http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/expref/expand.html</p> <p>Regional Differences http://www.archives.gov/education/lessons/anti-rail/</p> <p>Rails, Markets, and Mills: The North and West, 1800-1860 http://home.comcast.net/~mruland/APUS/UnitNotes/unit05/index.htm</p>	<p>Create a poster display for a particular region of the United States that describes how people modified their environment during the Westward Expansion Era, some of the consequences of those modifications, and how the growth of trade and transportation systems affected that region</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-3.3 continued Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West.</p>	<p>Columbia Canal (SC) http://shoutaboutcarolina.wordpress.com/2008/04/03/columbia-canal-and-riverfront-park-unwind-in-the-outdoors-admire-wildlife-experience-columbia-history-and-have-family-fun-for-free/</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: The Triumph of Nationalism http://nationalhumanitiescenter.org/pds/trumphnationalism/index.htm</p> <p>Definition of a Woman http://nationalhumanitiescenter.org/pds/trumphnationalism/domesticity/domesticity.htm</p>		

USHC-4

The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.1 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socstds.cfm?</p> <p>Primary Sources: Seneca Falls Declaration of Sentiments http://www.pinn.net/~sunshine/book-sum/seneca3.html The Slave Narratives http://xroads.virginia.edu/~hyper/wpa/wpahome.html http://memory.loc.gov/ammem/snhtml/snhome.html</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>Seneca Falls PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Progressive_Era.html</p>	<p>Refer to SS standards appendix: Literacy Elements: E: Explain change and continuity over time H: Construct maps, graphs, tables, and diagrams to display social studies information K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Research Abolitionists www.mce.k12tn.net/civil_war/activities_for_lesson_4.htm Assign groups of students an abolitionist [see Support Document] to research. Compile students' research into a chart of the abolitionist movement</p> <p>Write a newspaper interview with Lucretia Mott or Elizabeth Cady Stanton describing the events that prompted them to call for a women's rights convention.</p>	<p>To demonstrate mastery of this indicator the student should: Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period. Summarize the impact of slavery on the lives of African Americans and Compare the lives of African Americans living in the North and in the South, both free and slave. Explain the relationship between abolitionism and women's rights and the extent to which these movements were successful in the antebellum period. Interpret maps, graphs, charts and political cartoons to infer their relationship to information about the time period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.1 continued Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.</p>	<p>Lesson: Families in Bondage http://edsitement.neh.gov/view_lesson_plan.asp?id=280</p> <p>A Slavery Timeline http://www.liu.edu/cwis/cwp/library/aaslavry.htm#timeline</p> <p>The African-American Mosaic http://www.loc.gov/exhibits/african/afam015.html</p> <p>Slavery and the Making of America http://www.pbs.org/wnet/slavery/ (select topic about daily life from drop-down menu)</p> <p>Abolitionism 1830-1850 http://www.iath.virginia.edu/utc/abolitn/abhp.html</p> <p>A Brief History of the American Abolitionist Movement http://americanabolitionist.liberalarts.iupui.edu/brief.htm</p> <p>The American Mosaic: Abolition http://www.loc.gov/exhibits/african/afam005.htm</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Community of African Americans http://nationalhumanitiescenter.org/pds/maai/community/community.htm</p>	<p>Assign groups of students to read selections from slave narratives, summarize and report to the class. Make a list of the characteristics of slave life. Compare the lives of slaves to those of Free Blacks in the North.</p> <p>"Identifying Similarities and Differences" and "Cooperative Learning" from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock</p> <p>Design a graphic organizer to explain the growing divide between the North and the South on issues of religion, education, and economics.</p> <p>Convene a "Reform Convention" in which groups of students set up displays on the abolitionist and women's rights movements. Students should include primary sources found through internet research in the displays. Make sure that students include the contributions of the identified (Support Document) reformers. (USHC 4.2)</p> <p>Analyze abolitionist and/or women's rights writings and summarize their arguments. Note the similarities and differences in the arguments.</p> <p>Create a matrix comparing the role of slavery in the plantation system to the laborer in the manufacturing system.</p> <p>Create a chart comparing the similarities and differences of the abolition and women's suffrage movements of the 1830's and 1840's. Include prominent leaders, goals, failures, and successes</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p> <p>EOCEP TEACHER'S GUIDE http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf (P. 14-15)</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.1 continued Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women’s rights.</p>	<p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Reading Guide To Abolition http://nationalhumanitiescenter.org/pds/maai/emancipation/text3/text3read.htm</p> <p>Emancipation Movements http://nationalhumanitiescenter.org/pds/maai/emancipation/emancipation.htm</p>	<p>Create a matrix comparing the economic and political arguments for/against the expansion of slavery into the western territories. Explain how these arguments were reflective of either Northern or Southern interests</p> <p>Hold a “Reformers Living Museum”. Students will write short monologues in the voice of the reformers, and present them as part of a living museum exhibit. Students will design backdrops to correspond with the figures they have studied, and to complement the performance of the monologue. (USHC 4.2)</p> <p>Create bumper stickers reflecting the main goals of the reform movements.</p> <p>Create a graphic organizer comparing the lives of African Americans in the North and South.</p> <p>Prepare a poster for a women's rights meeting to be held at Seneca Falls. Include organizers, Elizabeth Cady Stanton and Lucretia Mott, and their goals in the design.</p>	

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Interactive map shows admission of free and slave states. www.learner.org/biographyofamerica/pog10/feature/index.html</p> <p>The Election of 1860 Southern Secession http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch10.html#maps (Select maps and title)</p> <p>Primary Sources: Missouri Compromise www.ourdocuments.gov/doc.php?doc=27&page=transcript</p> <p>Compromise of 1850 www.ourdocuments.gov/doc.php?doc=28&page=transcript</p> <p>Kansas-Nebraska Act www.ourdocuments.gov/doc.php?doc=29&page=transcript</p> <p>Dred Scott v Sanford www.landmarkcases.org</p>	<p>Refer to SS standards appendix: Literacy Elements: E: Explain change and continuity over time</p> <p>H: Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>P: Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Causes of the Civil War Activities http://lessonplandatabase.org/view_lessons.php?viewid=149</p> <p>Missouri Compromise Map Activity www.mce.k12tn.net/civil_war/activities_for_lesson_1.htm</p> <p>States' Rights, Slavery, Secession Foldable http://ushistory.pwnet.org/resources/pdf/US19b.pdf</p> <p>Compromises Foldable http://ushistory.pwnet.org/resources/pdf/USI9b_Compromises.pdf</p> <p>www.ourdocuments.gov/doc.php?doc=22&page=transcript</p>	<p>To demonstrate mastery of this indicator the student should: Explain the political events and issues that divided the nation and how they led to civil war. Summarize the compromises reached to maintain the balance of free and slave states and evaluate the successes and failures of the abolitionist movement. Explain the free soil position of the Republican Party and their candidate, Abraham Lincoln. Compare the conflicting views on states' rights and Federal authority that led to the formation of the Confederate States of America. Interpret maps, graphs, charts and political cartoons to infer their relationship to information about the time period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.2 continued Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America.</p>	<p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914. The Center for Learning. Lesson 21: "Westward Expansion- A Force for Unity of Division" Lesson 22: "Conflict and Compromise- The Road to War"</p> <p>Civil War Primary Sources http://www.teacheroz.com/Civil_War_Documents.htm</p> <p>Unit: A House Dividing: The Growing Crisis of Sectionalism in Antebellum America http://edsitement.neh.gov/view_lesson_plan.asp?id=659</p> <p>Civil War PowerPoints (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Civil_War_Reconstruction.html</p> <p>Civil War Abolitionists (Flashcards/Foldable) www.dreamhistory.org/sitebuildercontent/sitebuilderfiles/civilwarera1.pdf</p>	<p>Hold a "debate" with students representing any of the key persons or positions relating to the indicator (example: debate between Frederick Douglass and a slave holder; Webster and Calhoun on state's rights, etc...) Conduct an economic analysis of the South's decision to secede. (Correlates with 3.3 and 4.3) http://www.econedlink.org/lessons/index.cfm?lesson=EM581&page=teacher</p> <p>Add to a chart of land acquisitions in the 1800s created in USHC 3.1. Add the controversies that expansion created, and compromises between slave and free states that resulted.</p> <p>Create a chart comparing the Compromise of 1820 with the Compromise of 1850.</p> <p>Create a graphic organizer summarizing the views of John C. Calhoun and Daniel Webster as representative of slave and free points of view in regards to states' rights. Evaluate the success of the Compromise of 1850 in satisfying both views.</p> <p>Interpret a map showing various routes of the Underground Railroad. Evaluate the impact of this movement on North/South relations. Include the role of the Fugitive Slave Act and the Dred Scott decision.</p> <p>Make a time line showing the major events which led to the Civil War.</p> <p>Growing Threat of Sectionalism Lesson http://edsitement.neh.gov/view_lesson_plan.asp?id=659</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.2 continued Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America.</p>	<p>Background Info on Compromises before Civil War http://dreamhistory.org/sitebuildercontent/sitebuilderfiles/tchrbackgrndcompromisesbeforethecivilwar.pdf</p> <p>Fugitive Slave Law (Visual) http://dreamhistory.org/sitebuildercontent/sitebuilderfiles/placardfugitiveslavelaw.pdf</p> <p>1850 Compromise (Great Visual) http://dreamhistory.org/sitebuildercontent/sitebuilderfiles/placardcompromise1850.pdf</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Reading Guide America 1850 How volatile? http://nationalhumanitiescenter.org/pds/triumphnationalism/america1850/america1850.htm</p>	<p>Create a Paper Plate Timeline of the major events and compromises leading up to the Civil War. Working in pairs/groups, students will prepare a representation on a paper plate of the event as if it were being made into a commemorative medal (coin). Each medal (coin) must include the name of the event, a symbol that represents the event, and a motto or slogan representing the event. When the medals are complete, hang them on the wall in any order. The class must come to consensus as to the true order or sequence. Students must give at least two reasons as to why an event should be placed before or after another, or at the beginning or end of the sequence.</p> <p>Working in small groups, students should prioritize these key events, in terms of impact based on student identified criteria Compare /defend results.</p> <p>Students will research a Civil War theme, character (historical), or event from the Support Document. Create a quilt panel decorated with symbols/pictures/photos/words that informs and will become a part of a class made quilt that memorializes the Civil War.</p> <p>AP DBQ 2005 –Form B Question #1 (DBQ) and/or 2004 Question #3 See 'Scoring' for list of possible evidence and rubric and 'Sample' student essays. http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2089.html</p> <p>Label the following areas on a map of the US: Slave and Free States, areas open to slavery under the terms of the Missouri Compromise, the Compromise of 1850, Kansas and Nebraska Territories</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.2 continued Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America.</p>		<p>Divide the class into groups; one in support of states rights, one in support of federal supremacy. Each group will analyze the historical arguments for their position and present to the class. (USHC 2.6)</p>	

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.3 Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Outline Map of the US in 1860 http://www.eduplace.com/ss/maps/pdf/us1860_nl.pdf</p> <p>U.S. in 1860 http://www.learner.org/biographyofamerica/prog10/maps/index.html</p> <p>Vicksburg is the Key http://www.nps.gov/archive/vick/maps/stratsit.htm</p> <p>Sherman’s March http://www.learner.org/biographyofamerica/prog12/maps/index.html</p> <p>Black Soldiers in the Union Army Principal Military Campaigns of the Civil War http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch10.html#maps (Select maps and title)</p>	<p>Have students draw a political cartoon depicting the Anaconda Plan.</p> <p>Course of the Civil War (Game Activity) http://lessonplandatabase.org/view_lessons.php?viewid=207</p> <p>Have students draw a political cartoon depicting the “march to the sea” or total war concept.</p> <p>Have students draw a political cartoon about Reconstruction from the point of view of a freed slave or a Confederate soldier.</p> <p>Using the Emancipation Proclamation, students will summarize the document in their own words. Students will create a graphic organizer analyzing its effects on slaves in all areas of the nation, as well as, identifying the impact of the document on the North, the South, African Americans and foreign governments.</p> <p>Evaluate the effectiveness of the Anaconda plan. Illustrate an outline map of the United States with symbols representing the progress of the war, including the naval blockade, the splitting of the Confederacy at the Mississippi as a result of Vicksburg, the location of Washington and Richmond. Label the battles of Fort Sumter, First Bull Run /Manassas, Antietam, Vicksburg, Gettysburg, and Atlanta and the path of Sherman’s “March to the Sea”. Explain the significance of each battle and the North’s plan.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain the course and outcome of the Civil War and the role of African American military units.</p> <p>Summarize the impact of the Emancipation Proclamation on the course of the war and on the lives of African Americans.</p> <p>Identify the geographic, political, and economic factors involved in the defeat of the Confederacy.</p> <p>Interpret maps, graphs, charts and political cartoons to infer their relationship to information about the time period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.3 continued Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy.</p>	<p>Primary Source: Emancipation Proclamation www.history.ctaponline.org/center/hsscm/gade8/unit10/appendices/app8-10-8.pdf</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Anaconda Plan (Political Cartoon) http://strangemaps.wordpress.com/2007/07/06/139-the-anaconda-plan/</p> <p>Teaching with Documents: Black Soldiers in the Civil War http://www.archives.gov/education/lessons/blacks-civil-war/</p> <p>Unit: The American Civil War: A "Terrible Swift Sword" http://edsitement.neh.gov/view_lesson_plan.asp?id=744</p> <p>Lesson: On the Eve of War: North vs. South http://edsitement.neh.gov/view_lesson_plan.asp?id=745</p> <p>Lesson: The Battles of the Civil War http://edsitement.neh.gov/view_lesson_plan.asp?id=746</p>	<p>Given data cards with economic, geographic and economic factors that were beneficial to each side in the war, students sort cards into advantages of the North and advantages of the South and into categories of economic, geographic and political.</p> <p>Make a graphic organizer of the political, economic and geographic factors that contributed to the defeat of the South.</p> <p>Create a Two-Tab foldable contrasting the political leadership of Abraham Lincoln to that of Jefferson Davis.</p> <p>Create twenty headlines that could have been used by newspapers in the Civil War – 10 from southern newspapers and 10 from northern newspapers – to reflect the same major battles or turning points.</p> <p>Evaluate the relative advantages of the North and the South by interpreting graphs and charts.</p> <p>Analyze the treatment of Black Soldiers in the Civil War. www.archives.gov/education/lessons/blacks-civil-war/</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.3 continued Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy.</p>	<p><u>Civil War (Flashcards/Foldables)</u> Use cards aligned to Support Document. http://www.dreamhistory.org/sitebuildercontent/sitebuilderfiles/civilwarera2.pdf</p> <p><u>Civil War (Flashcards/Foldables 2)</u> Use cards aligned to Support Document. http://www.dreamhistory.org/sitebuildercontent/sitebuilderfiles/civilwarera3.pdf</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Reading guide to the moment of Freedom: http://nationalhumanitiescenter.org/pds/maa2/freedom/freedom.htm</p>		

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.4 Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era.</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Primary Sources</p> <p>Thirteenth Amendment www.ourdocuments.gov/doc.php?doc=40&page=transcript</p> <p>Fourteenth Amendment www.ourdocuments.gov/doc.php?doc=43&page=transcript</p> <p>Fifteenth Amendment www.ourdocuments.gov/doc.php?doc=44&page=transcript</p> <p>Political Cartoon: Emancipation by Nast http://politicalhumor.about.com/gi/dynami c/offsite.htm?zi=1/XJ/Ya&sdn=politicalhum or&cdn=entertainment&tm=220&qps=104 691_1000_578&f=00&tt=14&bt=1&bts=1& zu=http%3A//nieonline.com/aaec/cftc.cfm (Select Click here for the Oppper Project Cartoons for the Classroom)</p> <p>Images: Black codes</p> <p>Depiction of the results of the 15th amendment</p>	<p>Refer to SS standards appendix:</p> <p>Literacy Elements:</p> <p>K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O: Consider multiple perspectives of documents and stories</p> <p>P: Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Create a graphic organizer comparing the reconstruction plans of Lincoln, Congress, and Andrew Johnson.</p> <p>Working from copies of Lincoln’s and Johnson’s reconstruction plans, students will summarize the plans in their own words. Students will create a graphic organizer comparing and contrasting Lincoln’s and Johnson’s reconstruction plans.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize the political, social and economic effects of Reconstruction on the southern states.</p> <p>Compare the presidential and congressional plans for Reconstruction and explain the reasons for the differences.</p> <p>Identify the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments and Explain the limitations of these amendments in that era.</p> <p>Interpret maps, graphs, charts, illustrations and political cartoons to infer their relationship to information about the time period</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.4 continued Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era.</p>	<p>1872 lithograph of first African American members of Congress www.wadsworth.com/history_d/special_features/ext/am_hist/A (Select Images/title)</p> <p>Lincoln's Reconstruction Plan (Primary Document) www.history.umd.edu/Freedmen/procamn.htm</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>AP U.S. History 1: The Evolving American Nation-State 1607-1914. The Center for Learning, 2006.</p> <p>Lesson 24: "Reconstruction –Two Views.</p> <p>Johnson's Reconstruction Plan http://members.cox.net/quarter_4/Johnson_Congress.pdf http://uk.encyarta.msn.com/encyclopedia_761556642/reconstruction.html</p> <p>Lincoln and Johnson's Reconstruction (Comparison Chart) www.icsd.k12.ny.us/highschool/pjordan/us_honors/Regents%20Review/Manifest%20Destiny%20to%20Reconstruct/reconstruction.html</p>	<p>Analyze political cartoons from Reconstruction.</p> <p>Make a chart of the reaction to and impact of the Reconstruction Amendments in the South on African American freedmen and on Southern whites.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.4 Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era.</p>	<p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Politics from 1865-1920 http://nationalhumanitiescenter.org/pds/maai2/politics/politics.htm</p> <p>Timeline 1860-1920 Effects of Reconstruction http://nationalhumanitiescenter.org/pds/maai2/timeline.pdf</p>		

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.5 Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: The Election of 1876 Reconstruction in the South http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch11.html#maps (Select maps and title)</p> <p>Primary Sources: Plessy vs. Ferguson http://www.ourdocuments.gov/doc.php?doc=52&page=transcript</p> <p>Political Cartoon: Compromise with the South by Nast http://politicalhumor.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=politicalhumor&cdn=entertainment&tm=220&qps=104691_1000_578&f=00&tt=14&bt=1&bts=1&zu=http%3A//nieonline.com/aaec/cftc.cfm</p> <p>Pardon/Franchise by Nast http://politicalhumor.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=politicalhumor&cdn=entertainment&tm=220&qps=104691_1000_578&f=00&tt=14&bt=1&bts=1&zu=http%3A//nieonline.com/aaec/cftc.cfm</p>	<p>Refer to SS standards appendix: Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Interpret examples of black codes passed by various southern states.</p> <p>Debate the accomplishments of Reconstruction in its ability to achieve social and economic freedom for African Americans.</p> <p>Analyze primary source documents to examine issues that impacted the lives of freedmen. www.gilderlehrman.org/teachers/module12/mod_tools.html</p>	<p>To demonstrate mastery of this indicator the student should: Summarize the progress made by African Americans during Reconstruction in educational, economic and political opportunity. Explain the role of the Freedman's Bureau. Explain the cause and effect of the sharecropping and crop lien systems on the economic opportunity of African Americans and on the economy of the South. Explain the role of the Ku Klux Klan in limiting the rights of freedmen during Reconstruction. Compare the rights of African Americans during Reconstruction with the rights they were able to exercise after the imposition of Jim Crow laws and restrictions on voting.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.5 continued Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation.</p>	<p>Images: <u>Freedmen in Richmond, Virginia, 1865</u> <u>Freedman's Bureau Black schoolhouse during reconstruction</u> <u>Burning of a Freedmen's school, 1866</u> <u>Voter intimidation in the South</u> <u>Depiction of KKK treatment of slaves</u></p> <p>http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch11.html#images (Select mages/title)</p> <p>Sharecropper's cabin in North Carolina Lynching of African Americans http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html (Select images/title)</p> <p>Political Cartoon: Compromise with the South by Nast Pardon/Franchise by Nast http://politicalhumor.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=politicalhumor&cdn=entertainment&tm=220&qps=104691_1000_578&f=00&tt=14&bt=1&bts=1&zu=http%3A/nieonline.com/aaec/cftc.cfm (Cartoons for the Classroom, select Oppen Project; Thomas Nast and Cartoon Portfolio on left sidebar)</p>	<p>"Non-linguistic Representations" from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock http://www.ascd.org/portal/site/ascd/template.chapter/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?chapterMgmtId=ef63a2948ecaff00VqnVCM1000003d01a8c0R CRD</p> <p>Make an illustrated timeline of the impact of Reconstruction on the rights of African Americans and how those rights were abridged by anti-African American factions and legislation.</p>	<p>Interpret maps, graphs, charts, illustrations, photographs and political cartoons to infer their relationship to information about the time period.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.5 continued Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation</p>	<p>"Armed white man and Klansmen shake hands as African American family cowers" by Nast http://www.csub.edu/~gsantos/img0053.html</p> <p>"The Modern Samson" http://www.csub.edu/~gsantos/img0054.html</p> <p>"Halt! 'This is not the way.." http://www.csub.edu/~gsantos/img0057.html</p> <p>Sampling of Jim Crow Laws http://www.nps.gov/archive/malu/documents/jim_crow_laws.htm</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>DBQ 10: "Reconstruction's Failure." <i>Document Based Assessment Activities for U. S. History Classes.</i> J, Weston Walch, Publishers, 1999.</p> <p>South Carolina's Black Codes and the 14th Amendment http://crfusa.org/brown50th/black_codes.htm</p>		

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-4.5 continued Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation</p>	<p>Problems for African Americans in the South After Reconstruction http://memory.loc.gov/learn/lessons/rec/rteach.html#material</p> <p>After Reconstruction: Problems of African Americans in the South http://lcweb2.loc.gov/ammem/ndlpedu/lessons/rec/rhome.html</p> <p>From Jim Crow to Linda Brown http://memory.loc.gov/ammem/ndlpedu/lessons/97/crow/crowhome.html</p> <p>Remembering Jim Crow http://americanradioworks.publicradio.org/features/remembering/bitter.html</p> <p>The Rise and Fall of Jim Crow: PBS http://www.pbs.org/wnet/jimcrow/</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Reading Guide to Racial Politics by Frances Harper http://nationalhumanitiescenter.org/pds/maai2/politics/politics.htm</p> <p>Reading guide on Education from Booker T. Washington http://nationalhumanitiescenter.org/pds/maai2/institutions/text4/text4read.htm</p> <p>Reading guide <i>The Souls of Black Folk</i> W.E. B. DuBois chapter 1 http://nationalhumanitiescenter.org/pds/maai2/identity/text2/text2read.htm</p>		

USHC-5 The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.			
Recommended Days of Instruction		2/90 4/180	
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
USHC-5.1 Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.	STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm? Maps: Railroad Land Grants The mining and cattle frontiers in 1870's The Railroad Network, 1880 Railroad expansion 1870-1890 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#maps (select maps and title) Primary Resources: Documents: Gospel of Wealth www.fordham.edu/halsall/Mod/1889carnegie.html Political Cartoon- Monopolies http://history.grandforks.k12.nd.us/ndhistory/LessonImages/Sources/Caricatures/robber%20barons.bmp www.bgsu.edu/departments/acs/1890s/Carnegie/cartoon2.html David L. Philips "What California Railroads have Done" http://memory.loc.gov/ammem/ndlpedu/features/timeline/riseind/railroad/phillips.html	Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information Industrialization: Gilded Age Webquest http://oswego.org/staff/tcaswell/wg/gildedage/student.htm Robber Baron or Captain of Industry Activity and Resources http://history.grandforks.k12.nd.us/ndhistory/Lesson.aspx?LessonID=113 Become a muckraker: Find out the scoop on either John D. Rockefeller or Andrew Carnegie. Write a news article about them. Include the "dirty rotten things" they were doing to be able to get rich.	To demonstrate mastery of this indicator the student should: Summarize the development of the new industrial organizations of the late nineteenth century. Explain how businesses grew and compare the roles and strategies of Rockefeller and Carnegie. Interpret the various business ideologies and infer their impact on the growth of business. Explain the availability of consumer goods and the rising standard of living, compare its impact on various members of the society and infer its impact on the overall health of the economy.

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.1 Continued Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.</p>	<p>Carnegie's Obituary http://www.nytimes.com/learning/general/onthisday/bday/1125.html</p> <p>Responses to Industrialism http://www.digitalhistory.uh.edu/historyonline/us26.cfm</p> <p>Images: Completion of first transcontinental railroad, Promontory Point, Utah Oil field derricks, western Pennsylvania, 1860's http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch11.html#images (Select images/title)</p> <p>Carnegie steel mill, Homestead, Pennsylvania http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#images (Select images/title)</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC http://www.sctev.org/education/StreamLineSC</p>	<p>Create a political cartoon explaining the difference between a robber baron and a captain of industry. Write a brief explanation.</p> <p>Make a graphic organizer summarizing the arguments of laissez-faire capitalism and communism. Hold a debate on the merits of each.</p> <p>Use a Socratic seminar to discuss Carnegie's article "Wealth" (or another writing of the era) http://historymatters.gmu.edu/d/5767/</p> <p>Analyze advertising from the era and relate it to the growing industrialization, availability of consumer goods, and standard of living. http://library.duke.edu/digitalcollections/aaa/</p> <p>Debate the Interstate Commerce Act and the concept of profit. http://dig.lib.niu.edu/teachers/ica-lesson.html</p> <p>Make a timeline showing significant inventions of the era and display in the room. Have students (small groups) defend which one invention had the greatest impact on everyday life.</p> <p>Make a chart showing major inventions and technological innovations of the 2nd half of the 19th century. Include the date, inventor or persons responsible, and the economic and social impact it had on America.</p> <p>Have students create a corporation. A sample activity can be found at www.archives.gov/education/lessons/telephone-light-patents/activities.html (Scroll down to activity #6 for guidelines)</p>	<p>Interpret maps, graphs and political cartoons and infer their relationship to information about the time period.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemsTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.1 Continued Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.</p>	<p>Andrew Carnegie – Biography www.spartacus.schoolnet.co.uk/USAcarnegie.htm</p> <p>Robber Barons http://history.sandiego.edu/gen/soc/robber-barons.html</p> <p>Andrew Carnegie in His Great Double Role www.bgsu.edu/departments/acs/1890s/carnegie/cartoon2.html</p> <p><i>Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914</i> Lesson 25: “The Emergence of Industrial America” Lesson 26: “The Growing Economic Crisis of the Late Nineteenth Century.” Lesson 28: “The Philosophy of the Industrialists” The Center for Learning, 2006.</p> <p>DBQ 11: “The Industrial Boom.” <i>Document Based Assessment Activities for U. S. History Classes.</i> J. Weston Walch Publishers, 1999.</p> <p>Big Business PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Progressive_Era.html</p> <p>Rise of Industrial America http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/riseind/riseof.html</p>		

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.1 Continued Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.</p>	<p>Gospel of Wealth (go to page 5) http://www.peterpappas.com/journals/industry/industry3.pdf</p> <p>Consumer Goods and Standard of Living (go to page 8 & 9) http://www.peterpappas.com/journals/industry/industry3.pdf</p> <p>Expanding American Economy http://odur.let.rug.nl/%7Eusa/ECO/1991/ch3_p7.htm</p> <p><u>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Memory and Machines Walt Whitman</u> http://nationalhumanitiescenter.org/pds/gilded/progress/progress.htm</p> <p>The image of the Octopus/Monopolies http://nationalhumanitiescenter.org/pds/gilded/power/power.htm</p> <p>Andrew Carnegie http://nationalhumanitiescenter.org/pds/gilded/progress/text7/text7read.htm</p>		

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.2 Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Primary Sources:</p> <p>Interstate Commerce Act www.ourdocuments.gov/doc.php?doc=49&page=transcript</p> <p>Sherman Anti-Trust Act www.ourdocuments.gov/doc.php?doc=51&page=transcript</p> <p>Images: Antitrust http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#images (Select images/title)</p> <p>Teacher Resources Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p>	<p>Refer to SS Standards appendix Literacy Elements:</p> <p>K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O: Consider multiple perspectives of documents and stories</p> <p>P: Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Interpret a graph depicting America's growth in international trade, by nation, during the late 19th century.</p> <p>Make a graphic organizer detailing the key factors influencing US economic growth of the era. Students should prepare a defense (debate, oral, paper, etc...) of which factor was most important.</p> <p>Interpret a map illustrating the location of major natural resources in the US and compare it to a similar map showing growth of industrial centers.</p> <p>Debate the concept of free trade and tariffs. http://dig.lib.niu.edu/teachers/tariff-lesson.html</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Summarize the factors that influenced economic growth and particularly the role of the United States government in promoting economic growth.</p> <p>classify and give examples of the factors as well as the policies of the United States government.</p> <p>Explain each government policy, interpret the significance of each and infer its impact on economic growth</p> <p>Interpret maps, graphs and political cartoons and infer their relationship to information about the time period</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.2 continued Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization.</p>	<p>Timeline: Big Industry, Big Business: Economic Development in the Late Nineteenth Century http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#timeline (Select timeline/title)</p> <p>Railroad Land Grants (maps and poster) http://memory.loc.gov/ammem/ndlpedu/features/timeline/riseind/railroad/grants.html</p> <p>Economy and the Government http://odur.let.rug.nl/%7Eusa/ECO/1991/ch3_p11.htm</p> <p>Homestead Act http://www.pbs.org/weta/thewest/resources/archives/five/homestd.htm</p> <p>Role of US Government (Scroll down to correct information) http://jan.ucc.nau.edu/lcd23/Worddocs/Units2005/Unit%20plan%20cox%202005.doc</p> <p>Big Business and Tariffs http://ecedweb.unomaha.edu/lessons/feus1.htm</p> <p>Stats on Industrial Growth Table (Go to page 2) http://www.peterpappas.com/journals/industry/industry3.pdf</p> <p>PowerPoint (Select Chapter 17 use slides aligned to Support Document) http://wps.ablongman.com/long_nash_ap6/0,7361,592970-,00.html</p>	<p>Factors of Production http://www.landandfreedom.org/econ/econ2act.htm</p> <p>Use a graphic organizer to describe the purpose of protective tariffs and their effects.</p> <p>Draw a political cartoon depicting how a farmer and an entrepreneur might respond to a tariff.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.2 continued Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization.</p>	<p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: The Gilded and the Gritty American 1870-1912 http://nationalhumanitiescenter.org/pds/gilded/index.htm</p>		

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.3 Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Election of 1892 Presidential Election Results, 1876-1896 (interactive) http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHisc112.html#maps (Select map/title)</p> <p>Map of the Presidential Election of 1896. http://teachpol.tcnj.edu/amer_pol_hist/thumbnaill241.html</p> <p>Primary Sources AP Exam 2007; documents A, B and D http://apcentral.collegeboard.com/apc/public/repository/ap07_us_hist_frq.pdf</p> <p>Images: <u>1887 land promotion (poster) enticing settlers to Dakota territory</u> <u>Nebraska family posing in front of their sod house</u> <u>Farmer turning over sod on homestead, Sun River Montana Plains farm</u></p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Analyze primary documents concerning the 1896 election and Bryan’s “Cross of Gold” slogan. http://dig.lib.niu.edu/teachers/bland-allisonlesson.html</p> <p>Populism DBQ http://www.esc13.net/ships/modules.php?op=modload&name=UpDownload&file=index&req=getit&lid=307</p> <p>Populism answer key http://www.esc13.net/ships/modules.php?op=modload&name=UpDownload&file=index&req=getit&lid=308</p> <p>Election of 1896 Lesson http://www.glencoe.com/qe/qe35.php?st=315&pt=2&k=15</p>	<p>To demonstrate mastery of this indicator the student should: Explain the economic problems of farmers of the late 19th century and the role that farmers played in meeting these problems with political action. Summarize and give examples of the impact of mechanized farming. Interpret the reasons for the farmers’ problems and classify the farmers’ response as either economic or political. Interpret maps, graphs, photographs, political cartoons and campaign posters and infer their relationship to information about the time period. infer the significance of the farmers’ movement for American democracy and the effectiveness of the Populist Party</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.3 continued Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement.</p>	<p>Mechanization on the farm http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#images (Select images/title)</p> <p>Farm Improvements http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/riseind/rural/rural.html</p> <p>The Grange and Populism PowerPoint (Select slides which align to the Standards Support Document) http://chnm.gmu.edu/fairfaxtah/lessons/documents/grangemvmt.ppt</p> <p>Populist Platform http://www.pinzler.com/ushistory/poppapr/atsupp.html</p> <p>Election of 1896 http://www.oah.org/pubs/magazine/gilded/edwards-lessonplan.html http://wg.glencoe.com/sec/socialstudies/ushistory/tar22003/content.php4/315/5</p> <p>1896 Primary Sources http://jefferson.village.virginia.edu/seminar/unit8/home.htm</p> <p>Advertisement for the "Gifts" of the Grangers poster http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#images (Select images/title)</p> <p>Farming in South Dakota, 1898 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#images (Select images/title)</p>	<p>Make a comparison matrix for the "gold bugs" and the "silverites" of the late 19th century, including who they were, what they wanted, why they held that view, and the anticipated impact of policies.</p> <p>Make a flow chart on the Populist Party that summarizes the following: causes of its rise; its development from the Granger movement, its politics and policies; and its impact.</p> <p>Analyze political cartoons and/or documents associated with Populist issues. http://projects.vassar.edu/1896/chronology.html</p> <p>Interpret charts and graphs associated with issues of agriculture. www.gilderlehrman.org/teachers/module12/mod_tools.html</p> <p>"Non-linguistic Representations" from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock www.ascd.org/portal/site/ascd/template.chapter/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?chapterMgmtId=ef63a2948ecaff00VgnVCM1000003d01a8c0RCRD</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.3 continued Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement.</p>	<p>The Farmers Revolt www.digitalhistory.uh.edu/historyonline/us25.cfm</p> <p>Political Cartoons: Election 1896 http://projects.vassar.edu/1896/0718hw.html http://projects.vassar.edu/1896/0722rmn.html http://projects.vassar.edu/1896/0725judge.html http://projects.vassar.edu/1896/0727cr.html http://projects.vassar.edu/1896/0805rmn.html http://projects.vassar.edu/1896/0806csm.html http://projects.vassar.edu/1896/0818rmn.html http://projects.vassar.edu/1896/0820lat.html http://projects.vassar.edu/1896/0912la.html http://projects.vassar.edu/1896/0912hw.html http://projects.vassar.edu/1896/0912nyj.html</p> <p>Man vs the Railroad http://www.oah.org/pubs/magazine/gilded/cantu3.html</p> <p>Teacher Resources:</p> <p>Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p>		

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.3 continued Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement.</p>	<p>ETV StreamlineSC http://www.sctv.org/education/StreamLineSC</p> <p>Lesson 31: "The Farmers' Dilemma-To Produce or Not to Produce." Lesson 32: "The Populist Movement-The Value of Third Parties." <u>Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914</u>. The Center for Learning, 2006. Timeline: <u>Stressful Times Down Home: Agriculture 1865-1896</u></p> <p>Living with Leviathan: Reactions to Big Business and Great Wealth www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#timeline (Select timeline/title)</p> <p>Rural Life in the Late Nineteenth Century http://memory.loc.gov/ammem/ndlpedu/features/timeline/riseind/rural/rural.htm</p> <p>The Populist Party http://projects.vassar.edu/1896/populists.html</p> <p>Lesson plan with timeline:"You shall not crucify mankind upon a cross of gold!" The Issue of Bimetallism in the Late Nineteenth-Century http://dig.lib.niu.edu/teachers/bland-allisonlesson.html</p>		

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.3 continued Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement.</p>	<p>1896: The Presidential Campaign http://projects.vassar.edu/1896/1896home.html</p> <p>Guided Readings: The Political Crisis of the 1890s http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=30</p> <p>1896:The Grand Realignment: http://jefferson.village.virginia.edu/seminar/unit8/home.htm</p>		

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.4 Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Primary Sources Triangle Factory Fire, Working Conditions, and Labor Unrest – Primary and secondary sources, images, audio, political cartoons www.ilr.cornell.edu/trianglefire/</p> <p>Images: Child Labor: Photographs of Lewis Hine http://www.historyplace.com/unitedstates/childlabor/</p> <p>Eight hour workday West Virginia coal mine The Great Railroad strike, 1877, Baltimore Drawing of workers dragging fireman and engineer from a train in West Virginia, 1877 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#images (Select images/title)</p> <p>Breaker boys in a coal mine, 1900 Coal mining, 1895</p> <p>Pennsylvania Militia at Carnegie's Homestead Steel Mill, 1892</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Have students examine and discuss pictures (primary source materials) showing labor conditions during this period. Identify ways in which conditions for the labor force have changed. Identify any problems that teens encounter today as members of the workforce.</p> <p>Make a matrix comparing the rise of the early unions, including events that led to their creation, purpose of the union, founders/dates, membership, and an evaluation of their success or failure. Interpret a graph illustrating union membership in the late 19th century. Discuss reasons for stagnate levels of participation despite numerous labor hardships.</p>	<p>To demonstrate mastery of this indicator the student should: Analyze the problems of labor in the late 19th century and the extent to which labor organizations were able to enlist the support of the public and government in correcting those problems. Identify the elements that contributed to the rise of the labor movement. Attribute or identify the point of view of both critics and supporters of the labor movement in text. Interpret maps, graphs, and political cartoons and infer their relationship to information about the time period. Interpret the government's reaction to the labor union movement and infer its significance for American democracy.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.4 Continued Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government’s reactions to these forms of unrest.</p>	<p>Coxey’s Army marching toward Washington, D.C. www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#images (select images/title)</p> <p>Teacher Resources Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC http://www.sctev.org/education/StreamLineSC</p> <p>Lesson 29: “The Impact of Industrialization on Workers and Their Families.” Lesson 30: “Labor Unions – The Failure to Gain Public Acceptance.” <i>Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914.</i> The Center for Learning, 2006.</p> <p>Timeline: We Who Built America: Factories and Immigrants www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#timeline (Select timeline)</p> <p>Work in the Late Nineteenth Century http://memory.loc.gov/ammem/ndlpedu/features/timeline/riseind/work/work.html</p>	<p>Discuss worker safety and government response using the Triangle Fire as a case study of labor issues. www.econedlink.org/lessons/index.cfm?lesson=EM542&page=teacher</p> <p>Make a graphic organizer comparing the Haymarket Affair, Homestead Strike, and the Pullman Strike, including cause of action; action taken; leaders; description of event; how it was resolved; impact on labor.</p> <p>Summarize the child labor issue by analyzing primary source documents relating to child labor. www.archives.gov/education/lessons/hine-photos/activities.html</p> <p>After reading teacher-selected case studies, readings or primary source documents from labor disputes, students will create a political cartoon that depicts the government’s role in a particular labor issue. They will then write a description that explains the symbolism in the cartoon and explains the relationship between workers and management during the late 19th Century.</p> <p>Analyze primary documents associated with the Pullman Strike, including government response to determine whether government force was appropriate. www.oah.org/pubs/magazine/labor/bassett.pdf</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.4 Continued Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest.</p>	<p>Image Detective: Working Conditions http://www.edc.org/CCT/PMA/image_detective/main/index.html?indust</p> <p>Industrialization Effect on Children (go to page 7) http://www.peterpappas.com/journals/industry/industry3.pdf</p> <p>The Great Railroad Strike of 1894 http://memory.loc.gov/ammem/ndlpedu/features/timeline/riseind/railroad/strike.html</p> <p>The Dramas of Haymarket http://www.chicagohistory.org/dramas/overview/resource.htm</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: American People from 1870-1912 http://nationalhumanitiescenter.org/pds/gilded/people/people.htm</p>		

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women’s suffrage movement, and the migration of African Americans to the North and the Midwest.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Images: Mulberry Street in New York City, 1900 New York City street scene, 1905 Peddlers in New York City, 1905 Stores in a tenement district Children in tenement district of New York City Horse carcass on street in New York City, 1900 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#images (Select images/title)</p> <p>Political cartoon: An attack on Tammany Hall and William “Boss” Tweed http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#images (Select images/title)</p> <p>Teacher Resources Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>AP Exam 2004- Form B Question #4. See also lists of evidence, scoring rubrics and sample essays http://apcentral.collegeboard.com/apc/public/repository/ap04_frq_ushistory_b_36181.pdf</p> <p>Interpret bar graphs comparing the population growth of major US cities for each decade from 1860-1910. Cities should include New York, Chicago, St. Louis, and Philadelphia.</p> <p>Analyze drawings and/or photographs of American cities during the era to describe urban living conditions among the working class. www.thirteen.org/tenement/logcabin.html</p>	<p>To demonstrate mastery of this indicator the student should: Explain the causes and effects of urbanization and the woman’s suffrage movement of the late nineteenth century. Summarize the reasons for the movement from farm to city and the migration of African Americans to the North and Midwest. Classify and identify examples of these reasons. interpret the significance of each reason and infer the impact of this movement on city life specifically and American culture in general. Interpret maps, graphs and political cartoons and infer their relationship to information about the time period. Summarize the women’s rights movement of the late nineteenth century and</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.5 continued Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest.</p>	<p>ETV StreamlineSC http://www.sctv.org/education/StreamLineSC</p> <p>Bright Lights and Slums: The Growth of Big Cities http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch12.html#timeline (Select timelines title)</p> <p>City Life in the Late Nineteenth Century http://memory.loc.gov/ammem/ndlpedu/features/timeline/riseind/city/city.html</p> <p>Positive v Negative Effects of Urbanization http://regentsprep.org/Regents/ushisgov/themes/immigration/urban.htm</p> <p>Urbanization PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Immigration.html</p> <p>Seneca Falls http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/expref/crusader/seneca.html</p> <p>Image Detective: Women's Suffrage http://www.edc.org/CCT/PMA/image_detective/main/index.html?women</p>	<p>Make a Two-Tab Cause and Effect Foldable summarizing the problems caused by urbanization and analyze the attempts to address these problems.</p> <p>Examine images from Riis's <i>How the Other Half Lives</i> to describe the realities of urbanization. www.authentichistory.com/postcivilwar/riis/illustrations.html</p>	<p>infer its impact on American democracy and culture.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.5 continued Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest.</p>	<p>Votes for Women http://memory.loc.gov/ammem/vfwhtml/vfwhome.html http://memory.loc.gov/ammem/vfwhtml/vfwhome.html</p> <p>Suffrage for Women Political Cartoons http://memory.loc.gov/cgi-bin/query/f?suffrg:0:./temp/~ammem_BwLE:</p> <p>Rural Life http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/riseind/city/city.html</p> <p>Elizabeth Cady Stanton http://www.pbs.org/stantonanthony/resources/index.html</p> <p>Urban Growth Charts (Go to page 8) http://www.peterpappas.com/journals/industry/city3.pdf</p> <p>Role of Women: Primary Sources and Lessons http://www.peterpappas.com/journals/industry/women3.pdf</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Timeline of 1865-1913 http://nationalhumanitiescenter.org/pds/gilded/timeline.pdf http://nationalhumanitiescenter.org/pds/gilded/people/people.htm</p>		

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.6 Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps/Graphs: Breaking Down the Immigration Stream, 1871-1920 Patterns of Immigration (interactive) http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch11.html#graphs (Select graphs/title)</p> <p>Primary Sources Immigration – Primary Documents www.gilderlehrman.org/teachers/module15/mod_primary.html</p> <p>Chinese Exclusion Act http://www.ourdocuments.gov/doc.php?doc=47&page=transcript</p> <p>Political Cartoon: “The Tammany Tiger” by Nast http://politicalhumor.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=politicalhumor&cdn=entertainment&tm=220&gps=104_691_1000_578&f=00&tt=14&bt=1&bts=1&z=1&zu=http%3A//nieonline.com/aaec/cftc.cfm</p> <p>Museum of Chinese and the Americas http://www.mocanyc.org/</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Working in groups, create a multimedia presentation depicting the lifestyle of the following: newly arrived immigrants; factory workers in the late 19th century; or tenement living in the urban areas. (USHC-5.4; 5.5; 5.7)</p> <p>Construct party platforms that would be representative of the ideals of the Populist and Progressive parties. http://projects.vassar.edu/1896/parties.html site has platforms of 1896 election Correlates to USHC-5.3</p> <p>Web quest from Library of Congress on immigration http://memory.loc.gov/ammem/ndlpedu/features/ports_tart.html</p>	<p>To demonstrate mastery of this indicator the student should: Explain the impact of immigration on city life and city government and on the efforts to restrict immigration. Classify and identify examples of these changes. Interpret maps, graphs and political cartoons and infer their relationship to information about the time period. Summarize the impact of immigrants on city life and government, interpret its significance for American democracy and infer its impact on the movement for immigration restriction.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.6 continued Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines.</p>	<p>Political Cartoon: "To the Victor Belong the Spoils" by Nast http://politicalhumor.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=politicalhumor&cdn=entertainment&tm=220&gps=104_691_1000_578&f=00&tt=14&bt=1&bts=1&zu=http%3A//nieonline.com/aaec/cftc.cfm</p> <p>Images:</p> <p>Italian Immigrants, 1905</p> <p>Immigrants disembarking at Ellis Island, 1911</p> <p>Ellis Island immigration depot</p> <p>Immigrants (women) sewing pants</p> <p>Tenement sweatshop in New York City</p> <p>Twelve year old boy in New York City sweatshop</p> <p>http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHisch13.html#images(Select images/title)</p> <p>"Pacific Chivalry" by Nast http://www.csub.edu/~gsantos/img0048.html</p> <p>"The Comet of Chinese Labor" by Nast www.csub.edu/~gsantos/img0049.html</p> <p>"The Chinese Question" by Nast www.csub.edu/~gsantos/img0050.html</p>	<p>Examine documents associated with immigration and the Chinese Boycott Case and identify examples of nativism and its effect on immigrants from China. http://www.archives.gov/education/lessons/chinese-boycott/</p> <p>Write journal entries which describe the journey of either a European or Chinese immigrant arriving in American in the late 19th century. Include reasons for coming; experience at either Angel or Ellis Island; and treatment in the new land.</p> <p>After analyzing political cartoons from Nast and others, students will create their own cartoons depicting the immigrant. (See "Recommended Resources").</p> <p>Analyze immigration graphs to identify and discuss trends in immigration. http://www.latinamericanstudies.org/immigration-statistics.htm</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.6 continued Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines.</p>	<p>"Every Dog has His Day" by Nast www.csub.edu/~gsantos/img0051.html</p> <p>"Let Us Prey" www.csub.edu/~gsantos/img0055.html</p> <p>"The Stranger at Our Gate" http://projects.vassar.edu/1896/0425rams_horn.html</p> <p>The American River Ganges www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#images (Select images/title)</p> <p>Plunkitt of Tammany Hall www.uhb.fr/faulkner/ny/plunkitt.htm</p> <p>How the Other Half Lives by Jacob Riis Excerpts and Photos www.spartacus.schoolnet.co.uk/USAriis.htm</p> <p>Urban Political Machines www.digitalhistory.uh.edu/historyonline/us28.cfm</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p>		

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.6 continued Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines.</p>	<p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p> <p>Immigrant Experience www.digitalhistory.uh.edu/photo_album/photo_album.html</p> <p>DBQ 12: "The Nativist Response to Immigration." <i>Document Based Assessment Activities for U. S. History Classes.</i> J. Weston Walch Publishers, 1999.</p> <p>Chinese Exclusion Act 1882 www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm</p> <p>Immigrant Experience PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Immigration.html</p> <p>Urbanization PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Immigration.html</p> <p>Immigration to the United States 1851-1900 http://memory.loc.gov/ammem/ndlpedu/features/timeline/riseind/immgnets/immgrnts.html</p>		

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.6 continued Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines.</p>	<p>Chinese Immigration to the United States 1851-1900 http://memory.loc.gov/ammem/ndlpedu/features/timeline/riseind/chinimms/chinimms.html</p> <p>Museum at Eldridge Street http://www.eldridgestreet.org/about_u_h.htm</p> <p>Immigration Theories http://regentsprep.org/Regents/ushisgov/themes/immigration/theories.htm</p> <p>Effects of New Immigration http://regentsprep.org/Regents/ushisgov/themes/immigration/new_immigration.htm</p> <p>Immigration Laws http://regentsprep.org/Regents/ushisgov/themes/immigration/laws.htm</p> <p>Chinese Immigration http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/riseind/chinimms/chinimms.html</p> <p>Immigration in America http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/riseind/immgrnts/immgrnts.html</p> <p>History Detective: Immigration Images www.edc.org/CCT/PMA/image_detective/main/index.html?immigration</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Timeline of 1865-1913 http://nationalhumanitiescenter.org/pds/gilded/timeline.pdf</p>		

Recommended Days of Instruction	2-3/90 4-6/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.7 Compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: African American population, 1910 www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#maps (Select maps/title)</p> <p>Images: Great Union Stockyards, Chicago Disassembly line, Chicago meatpacking plant http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#images</p> <p>Political Cartoons: 1912 political cartoon satirizing Roosevelt's Square Deal www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#images (Select images/title)</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>After sharing passages from Sinclair's <i>The Jungle</i> have students respond in writing to the following: What are some long term effects of the Meat Inspection Act and the Pure Food and Drug Act of 1906?</p> <p>Create political cartoons depicting the need for political and social reform during the Progressive Era.</p> <p>Design posters advertising change in order to solve one of society's problems and reflecting one or more of the Progressive goals.</p>	<p>To demonstrate mastery of this indicator the student should: Compare the effectiveness and limitations of the progressive movement and the roles of Jane Addams, Theodore Roosevelt, Booker T. Washington and W.E.B. DuBois in promoting reform. Explain the roles of each of these reformers. Summarize, classify and identify examples of progressive social and political reform. Interpret maps, graphs and political cartoons and infer their relationship to information about the time period. Interpret the significance of these reformers and infer the impact of their proposals on American Democracy</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.7 continued Compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington.</p>	<p>Gilded Age Practice Test (Select questions aligned to the SC support Document) http://regentsprep.org/Regents/core/questions/question.cfm?Course=USHG&TopicCode=3c&QNum=2&Wrong=0</p> <p>Jane Addams Hull House Museum www.uic.edu/jaddams/hull/hull_house.html</p> <p>Politics and Reforms PowerPoint (Select Chapter 19 use slides aligned to Support Document) http://wps.ablongman.com/long_nash_ap_6/0,7361,592970-,00.html</p> <p>The Jungle http://sunsite.berkeley.edu/Literature/Sinclair/TheJungle/ (Excerpt: <i>The Jungle</i>) http://lessonplandatabase.org/admin/uploads/Upton%20Sinclair_LP1.doc</p> <p>Hull House PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Immigration.html</p> <p>Washington and Dubois PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Progressive_Era.html</p> <p>Muckrakers and Reforms PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Progressive_Era.html</p>	<p>Make a Two-Tab Foldable comparing the philosophies, accomplishments, and limitations of Booker T. Washington and W.E.B. DuBois. Debate which had the better view/plan for blacks in America. www.learner.org/biographyofamerica/prog19/feature/index.html</p> <p>Making the Grade: Create a report card to evaluate reforms of the Progressive Era. Make sure to categorize them as social, political, economic, or moral reforms. Students will determine criteria for evaluation.</p> <p>Make a matrix comparing the progressive reforms of Theodore Roosevelt, William H. Taft, and Woodrow Wilson.</p> <p>Conduct a mock magazine interview with one of the reformers identified in the Support Document. Make a list of slogans and then make placards or signs that demonstrators in favor of their Progressive reforms might have carried.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/age/ncy/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-5.7 continued Compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington.</p>	<p>Lesson 33: Divergent Paths to Equality for African Americans." Lesson 38: "Reform and the Progressives." Lesson 39: "<i>The Jungle – Support for a Political Agenda</i>" <i>Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914.</i></p> <p>Timeline: Age of Reform: The Progressives Standing at Armageddon: The Progressives in Power 1901–1916 www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#timeline</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: Reading Guides from Booker T. Washington and W.E.B. Dubois http://nationalhumanitiescenter.org/pds/maai2/institutions/text4/text4read.htm http://nationalhumanitiescenter.org/pds/maai2/institutions/text5/text5read.htm http://nationalhumanitiescenter.org/pds/maai2/politics/text6/text6read.htm</p>		

USHC-6

The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USCH-6.1 Analyze the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Primary Source: Civilization Begins at Home (political cartoon) www.utep.edu/hist3101/gif/civilize.gif</p> <p>Social Darwinism www.fordham.edu/halsall/mod/spencer-darwin.html</p> <p>Albert Beveridge, The March of the Flag www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#relatedOnlineReadings (Select Online Readings/title)</p> <p>Uncle Sam Looks Abroad (after the '96 election) http://projects.vassar.edu/1896/12overland.html</p> <p>Image: McKinley, Roosevelt campaign color poster, 1900 www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHisch13.html#images (Select images/title)</p>	<p>Refer to SS Standards appendix Literacy Elements:</p> <p>K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O: Consider multiple perspectives of documents and stories</p> <p>P: Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>You be the Judge: Evaluate the theory of Social Darwinism Activity http://www.smplanet.com/imperialism/activity.html</p> <p>Create a pictoword, a symbolic representation of words or phrases that show their meaning, for the following key terms: imperialism, expansionism, isolationism, Social Darwinism Remind students to define each term in their own words under each illustration/image. Ex. Each letter in the term escalation becomes increasingly larger</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain the factors that contributed to the change from isolationism to intervention.</p> <p>Compare the old expansionism of the early 1800s with the new imperialism of the late 1800s and early 1900s.</p> <p>Infer the connection between domestic and diplomatic developments and interpret maps and political cartoons to infer their relationship to information about the time period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USCH-6.1 continued Analyze the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions.</p>	<p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p>		<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemsTeachers.pdf</p>

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-6.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: The Spanish-American War, 1898 www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#maps (Select maps/title)</p> <p>Primary Sources: Imperialism Cartoons http://history.grandforks.k12.nd.us/ndhistory/LessonResource.aspx?Source=Teacher&LessonID=232</p> <p>American Imperialism see JackDaw Publications</p> <p>Political Cartoons – Spanish-American War, (click on Yellow Journalism and cartoon gallery) www.pbs.org/crucible/frames/resources.html</p> <p>Cuba (Spanish Misrule) Political Cartoon www.smplanet.com/imperialism/cartoon.html</p> <p>deLome Letter www.ourdocuments.gov/doc.php?doc=53&page=transcript</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>American Imperialism Political Cartoon Activity http://hti.osu.edu/opper/display.cfm?id=17</p> <p>Analyze primary documents to determine if the US should annex the Philippines. (Debate or Write an Editorial Activity) http://historymatters.gmu.edu/d/6613/</p>	<p>To demonstrate mastery of this indicator the student should: Explain the influence of the Spanish-American War on the emergence of the United States as a world power Summarize the reasons for United States' declaration of war on Spain. Compare pro- and anti-imperialists arguments over annexation of the Philippines. Interpret maps and political cartoons to infer their relationship to information about the time period. Infer the impact of American actions on worldwide perception</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-6.2 continued Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States.</p>	<p>Joint resolution annexing Hawaii www.ourdocuments.gov/doc.php?doc=54&page=transcript</p> <p>Causes of the Spanish American War (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Imperialism_and_WWI.htm</p> <p>Political cartoon depicting role of "yellow journalism"</p> <p>Pro expansion cartoon showing Uncle Sam ready to fig www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHisch13.html#images (Select Image/title)</p> <p>Platt Amendment www.ourdocuments.gov/doc.php?doc=55&page=transcript</p> <p>The Spanish American War http://www.loc.gov/rr/hispanic/1898/</p> <p>The Crucible of Empire from PBS http://www.pbs.org/crucible/</p> <p>Lesson 36: "Explaining the Spanish American War." Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914. The Center for Learning, 2006</p> <p>"A Trifle Embarrassed" Dance with death www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHisch13.html#images (Select images/title)</p>	<p style="text-align: center; opacity: 0.5; font-size: 4em; font-weight: bold;">DRAFT</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-6.2 continued Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States.</p>	<p>Images: Battleship Maine in Havana Harbor, 1898 www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#images (Select images/title)</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>The Spanish American War www.loc.gov/rr/hispanic/1898/</p> <p>The Crucible of Empire from PBS http://www.pbs.org/crucible/</p> <p>Lesson 36: "Explaining the Spanish American War." <i>AP U.S. History 1: The Evolving American Nation-State 1607-1914</i>. The Center for Learning, 2006.</p> <p>National Humanities Center Toolbox Primary Sources for US History and Literature: Aguinaldo's Case Against the United States. By a Filipino," <i>North American Review</i>, September 1899, excerpts http://nationalhumanitiescenter.org/pds/gilded/empire/text9/text9read.htm</p>		

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-6.3 Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy."</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Map: Spheres of Influence http://regentsprep.org/Regents/global/themes/imperialism/china.cfm</p> <p>American Interventions in Latin America http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch14.html</p> <p>American Commitments in the Caribbean www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch15.html#maps (Select maps and title)</p> <p>The American South Pacific, 1900 Colonial possessions in 1900 The United States in Latin America 1895-1934 www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#maps</p> <p>Primary Sources:</p> <p>The First Open Door Note http://odur.let.rug.nl/~usa/D/1876-1900/foreignpolicy/opendr.htm</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Create a K.I.M. Matrix to aid understanding of the following concepts: Open Door Policy, "big stick diplomacy," "dollar diplomacy," and "moral diplomacy." Write the term or key idea (K) in the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column. http://www5.esc13.net/socialstudies/docs/organizers/kiemplate.doc</p>	<p>To demonstrate mastery of this indicator the student should: Compare United States foreign policies in Asia and Latin America during the early 1900s and compare the purposes and effects of the policies of Presidents Teddy Roosevelt, William Howard Taft and Woodrow Wilson. Summarize both the intention and outcome of United States foreign policies in general and Infer the impact of American actions on worldwide perception. Interpret maps and political cartoons and infer their relationship to information about the time period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-6.3 continued Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy."</p>	<p>The Roosevelt Corollary www.theodoreroosevelt.org/life/RooseveltCorollary.htm</p> <p>http://www.latinamericanstudies.org/us-relations/roosevelt-corollary.htm</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>From the United States Department of State: John Hay and the Open Door Policy www.state.gov/r/pa/ho/time/ip/17457.htm</p> <p>Roosevelt Corollary to the Monroe Doctrine www.ourdocuments.gov/doc.php?doc=56&page=transcript</p> <p>Lesson 37: "A Foreign Policy for a New Age." <u>Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914</u>. The Center for Learning, 2006.</p> <p>Dollar Diplomacy www.state.gov/r/pa/ho/time/ip/16324.htm</p>		<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-6.3 continued Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy."</p>	<p>List of Use of US Armed Forces Abroad: 1798-2007 http://fpc.state.gov/documents/organization/101751.pdf</p> <p>Lesson: "To Elect Good Men": Woodrow Wilson and Latin America" http://edsitement.neh.gov/view_lesson_plan.asp?id=760</p> <p>Panama Canal and Big Stick Diplomacy PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Imperialism_and_WWI.html</p>		

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-6.4 Outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Europe on the Eve of World War I Europe Goes to War American Participation on the Western Front, 1918 Europe After the Peace Conference, 1920 www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch14.html#maps (Select map and title)</p> <p>Primary Sources: WWI Propaganda Posters www.firstworldwar.com/posters/usa.htm</p> <p>Zimmerman Note http://media.nara.gov/media/images/19/29/19-2802a.gif (text) http://media.nara.gov/media/images/19/29/19-2801a.gif (coded)</p> <p>Why did the US enter World War I? (Activity for Slide Show, Poster, Newspaper Article, etc.) http://edsitement.neh.gov/lesson_images/lesson471/US_Entry.pdf</p> <p>Zimmerman telegram www.ourdocuments.gov/doc.php?doc=60&page=transcript</p>	<p>Refer to SS Standards appendix Literacy Elements: D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>WWI DBQ Activity Mini DBQ - World War I - doc http://www5.esc13.net/socialstudies/docs/organizers/minidbqwwi.doc</p>	<p>To demonstrate mastery of this indicator the student should: Explain the causes of the United States entrance into World War I and the role of the United States Expeditionary Force in bringing about an end to the fighting. Summarize the effects of nationalism and ethnic and ideological conflicts on the outbreak of the war, on the American home front and on the making of the Versailles Treaty. Explain Woodrow Wilson's leadership in the writing of the Treaty of Versailles and the establishment of the League of Nations and the reasons for its rejection by the United States Senate. Interpret maps and political cartoons to infer their relationship to information about the time period</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-6.4 continued Outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations.</p>	<p>Wilson's request for a declaration of war www.ourdocuments.gov/doc.php?doc=61&page=transcript</p> <p>Fourteen Points speech www.ourdocuments.gov/doc.php?doc=62&page=transcript</p> <p>Woodrow Wilson's Fourteen Points http://www.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points</p> <p>Political Cartoons: World War I http://rutlandhs.k12.vt.us/jpeterso/uboatcar.htm</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>The Great War from PBS Interactive Timeline http://www.pbs.org/greatwar/timeline/</p> <p>Lesson: United States Entry into World War I: A Documentary Chronology http://edsitement.neh.gov/view_lesson_plan.asp?id=471</p>		<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p> <p>EOCEP TEACHER'S GUIDE http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf (P. 18-19)</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-6.4 continued Outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations.</p>	<p>Lesson: Wilson and American Entry into World War I http://edsitement.neh.gov/view_lesson_plan.asp?id=761</p> <p>Lesson: Fighting for Peace: The Fate of Wilson's Fourteen Points http://edsitement.neh.gov/view_lesson_plan.asp?id=762</p> <p>Lesson The Debate in the United States over the League of Nations: League of Nations Basics http://edsitement.neh.gov/view_lesson_plan.asp?id=476</p> <p>Why US Enters WW1 PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Imperialism_and_WWI.html</p>		

USHC-7

The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.1 Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Industrial America, 1900-1920 Urbanization in 1920 The automobile civilization: cars, roads, and the expansion of www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch15.html#maps (Select maps)</p> <p>Primary Sources www.hrc.utexas.edu/educator/modules/teachingthetwenties/lessons/Big_Cheese.pdf</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>1920s Practice Test (Select questions aligned to SC Support Document.) http://regentsprep.org/Regents/core/questions/question.cfm?Course=USHG&TopicCode=5c&QNum=1&Wrong=0</p>	<p>Refer to SS Standards appendix Literacy Elements:</p> <p>D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>AP Exam 2006-Form B Question #5 See 'Scoring' for list of possible evidence and rubric and 'Sample' student essays. http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2089.html</p> <p>Describe the effects of mass production techniques on business (including the job market, employee wages, and company profits) in the United States.</p>	<p>To demonstrate mastery of this indicator the student should: Explain the social, cultural and economic changes that took place in the 1920s as a result of scientific innovation and consumer financing. Summarize, classify and identify examples of these changes. Interpret maps, graphs, political cartoons, images and advertisements and infer their relationship to information about the time period. Interpret the importance of these changes to American life, infer their impact on American and world culture, society and the economy and compare its impact on different groups within American society.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.1 continued Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life.</p>	<p>Rural Life http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/progress/cities/cities.html</p> <p>Urban Images http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/progress/cities/urban.html</p> <p>Consumer Economy http://www.lessonplanspage.com/SSEventsLeadingTo1920sBusinessBoom11.htm</p> <p>http://lcweb2.loc.gov/ammem/coolhtml/coolhome.html</p> <p>Business Boom of the 1920s (Lecture) http://us.history.wisc.edu/hist102/lectures/lecture15.html</p> <p>PowerPoint (Select slides aligned to Support Document) The Business of America and the Consumer Economy.ppt http://amhist.ist.unomaha.edu/module_files/The%20Business%20of%20America%20and%20the%20Consumer%20Economy.ppt</p> <p>Postwar Prosperity and other 1920s resources http://www.tahq.org/module_display.php?mod_id=106&review=yes#top</p> <p>Henry Ford and Production Techniques (Lesson and Resources) http://www.econedlink.org/lessons/index.cfm?lesson=NN668&page=teacher</p>	<p>Make a graphic organizer summarizing the causes of labor unrest following WWI. Whenever possible, include examples of this unrest.</p> <p>Make a chart that compares how the 1920s affected various socioeconomic groups in different regions of the US.</p> <p>Create a cluster graphic to illustrate how the automobile and aviation industries created new industries.</p> <p>Farm Depression http://dailylife.greenwood.com/teacher/lesson.asp?id=DLO_AH_TE_L29</p> <p>Where did all the money go? http://www.e-connections.org/lesson10/</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.2 Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: The Great Migration 20th Century American Demographics http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch13.html#graphs (Select graphs/title)</p> <p>Teacher Resources:</p> <p>Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Harlem Renaissance http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1691</p> <p>1920's Music Clips http://bestwebs.com/roaring1920/index.shtml</p> <p>Jazz Age Hotlist http://faculty.pittstate.edu/~knichols/jazza ge.html</p>	<p>Refer to SS Standards appendix Literacy Elements:</p> <p>D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Have each student research the Harlem Renaissance and make a small (8x11) poster detailing the cultural movement and the contributions of Langston Hughes and James Weldon Johnson.</p> <p>Choose one poem written during what is known as the Harlem Renaissance. Give a short oral presentation about the poem. Include in the report a brief summary of the life of the author and a description of how this poem reflects or describes the time in which it was written.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain the trends in art, music and literature of the 1920's, particularly of the Harlem Renaissance, and the impact of the radio and movies. Summarize, classify and identify examples of these trends. Interpret maps, graphs, photographs and political cartoons and infer their relationship to information about the time period. interpret the significance of these cultural trends and new technologies and infer their impact on the development of a more national culture.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.2 continued Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies.</p>	<p>20s Experience (Culture) www.angelfire.com/co/pscst/index.html</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: List of All text in Chronological order in the Making of African American Identity http://nationalhumanitiescenter.org/pds/maai2/checklist.pdf http://nationalhumanitiescenter.org/pds/maai3/alltextschrono.htm</p>	<p>Explain the use of the phrase "The Roaring Twenties." Defend or refute the description as a social and/or cultural expression of the decade.</p> <p>Select two literary works of the 1920s, one representing the Harlem Renaissance and a second work by someone other than an African American author. Compare and or contrast the themes of their works. What were the authors' purposes in writing these works? Do the works reflect the social history of the Jazz Age?</p> <p>Students will explain how the Harlem Renaissance was a "rebirth" for the African American culture. http://www.hrc.utexas.edu/educator/modules/teachingthetwenties/lessons/Harlem_Renaissance.pdf</p> <p>Development of Jazz http://catalog.socialstudies.com/c/@WBnaxsPAxNI9I/Pages/article.html?article@jazz</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.3 Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the "Red Scare" and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: The March of Woman Suffrage Woman Suffrage in States, 1912 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch14.html#maps (Select maps/title)</p> <p>Primary Sources: Suffrage Campaign Scenes, Cartoons, and Ephemera http://www.loc.gov/rr/print/list/076_vfw.html#scenes</p> <p>Nineteenth Amendment http://www.ourdocuments.gov/doc.php?doc=63&page=transcript</p> <p>Teacher Resource: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p>	<p>Refer to SS Standards appendix Literacy Elements: D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Create a 1920s Magazine (Use sections aligned to the Support Document) http://www.howhist.com/fraser/twenties.htm</p> <p>Have students design political cartoons illustrating American views on issues, such as women's suffrage, nativism, Red Scare, racial tension, and Prohibition following the end of WWI.</p> <p>Think, Pair, Share: Write a newspaper editorial analyzing the Sacco and Vanzetti case or the Scopes trial.</p>	<p>To demonstrate mastery of this indicator the student should: Explain the conflicts between tradition and modernity that marked the 1920s. Summarize, classify and identify examples of the important cultural changes that impacted women and immigrants in the era. compare the impact of social conflict and change on various groups within the United States. Interpret maps, graphs, photographs and political cartoons and infer their relationship to information about the time period. Interpret the significance of each of the listed incidents and infer its impact on American democracy</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.3 continued Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the "Red Scare" and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.</p>	<p>Sacco and Vanzetti United Home Video Red Scare Images http://newman.baruch.cuny.edu/digital/redscare/default.htm</p> <p>Women's Suffrage http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/progress/suffrage/suffrage.html</p> <p>Pamphlet urging Americans to vote for Prohibition (PS) http://www.wisconsinhistory.org/wlhba/articleView.asp?pg=1&id=14300</p> <p>Prohibition http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/progress/prohib/prohib.html</p> <p>Prohibition Cartoons http://prohibition.osu.edu/pro_party/default.cfm</p> <p>Prohibition (PS: documents, cartoons, images, posters, etc.) http://ehistory.osu.edu/osu/mmh/clash/Prohibition/prohibition-index.htm</p> <p>Scopes Monkey Trial (PS: documents, cartoons, images, posters, etc.) http://ehistory.osu.edu/osu/mmh/clash/Scopes/scopes-index.htm</p> <p>Scopes Monkey Trial http://www.law.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm</p>	<p>Choose, evaluate and defend a position on the reasons Americans used to justify their fear of radicals and foreigners in the decade following WWI.</p> <p>Write a persuasive letter or editorial for or against Prohibition.</p> <p>Explore methods used by the suffrage movement to expand the rights of women. http://www.hrc.utexas.edu/educator/modules/teaching/tetwenties/lessons/Nineteenth_Amendment.pdf</p> <p>Use the art of the time to understand the 1920s http://www.hrc.utexas.edu/educator/modules/teaching/tetwenties/lessons/Sound_and_Feel.pdf</p> <p>"Women, Their Rights and Nothing Less" The Suffrage Movement from 1840-1920 (Primary Source Analysis and Timeline Activity) http://memory.loc.gov/learn/lessons/99/suffrage/intro.html</p> <p>Classifying Key Ideas of the 1920s http://www.cyberlearning-world.com/lessons/ushistory/lp1920s.htm</p> <p>Political Cartoons Activity (Nativism and Protectionism) http://hti.osu.edu/opper/display.cfm?id=14</p> <p>Complete a discussion web of arguments for and against Prohibition in preparation for a debate or writing an essay. http://www5.esc13.net/socialstudies/docs/organizers/discussionwebtemplate.doc</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.3 continued Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the "Red Scare" and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.</p>	<p>New Woman (PS: documents, cartoons, images, posters, etc.) http://ehistory.osu.edu/osu/mmh/clash/NewWoman/newwomen-page1.htm</p> <p>Immigration, Restrictions, and the KKK (PS: documents, cartoons, images, posters, etc.) http://ehistory.osu.edu/osu/mmh/clash/Imm_KKK/anti-immigrationKKK-page1.htm</p>	<p>Analyze graphs showing patterns of immigration to the US during the 1920s. Compare the results to immigration patterns from other periods.</p> <p>Draw a political cartoons cells depicting why the 18th Amendment was instituted and later repealed.</p> <p>Choose, evaluate and defend a position on the effects of Prohibition on American society in the 1920s.</p> <p>Summarize how women's lives changed and remained the same in the 1920s. Include examples in the areas of family life, jobs, and lifestyles.</p>	

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.4 Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>Great Depression and the Dust Bowl http://edsitement.neh.gov/view_lesson_plan.asp?id=300#LESSON1</p> <p>The Dust Bowl http://edsitement.neh.gov/view_lesson_plan.asp?id=300</p> <p>Lesson: Worth a Thousand Words: Depression-Era Photographs http://edsitement.neh.gov/view_lesson_plan.asp?id=304</p> <p>A Summary of the Causes of the Stock Market Crash (Wall Street Journal) http://wsjclassroom.com/archive/02nov/ECON3.htm http://wsjclassroom.com/archive/02nov/ECON3.htm</p>	<p>Refer to SS Standards appendix Literacy Elements: D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information Create a spoke diagram or web of the causes and effects of the Great Depression.</p> <p>Create wall mural that examines the impact of the Great Depression. Constructed on butcher paper or bulletin board paper, the mural uses a variety of elements - symbols, charts, timelines, illustrations, quotations and poems/lyrics of songs.</p> <p>Use a graphic organizer to illustrate the impact of the Great Depression on different economic classes and geographic regions within the United States.</p>	<p>To demonstrate mastery of this indicator the student should: Explain the causes and effects of the crash and Depression. Classify and identify examples of the causes for the Depression. Interpret the relative importance of each of these causes and be able to infer their impact on human beings. Interpret maps, graphs and political cartoons and Infer their relationship to information about the time period. Compare the impact of the crash and depression on various groups of people in the United States. Summarize the impact on human beings and on the environment during the Depression era.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.4 continued Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment.</p>	<p>Effects of the Great Depression and Dust Bowl (4 minute video introduction) http://www.besthistorysites.net/USHistory/GreatDepression.shtml</p> <p>Causes of the Great Depression http://www.socialstudieshelp.com/Lesson83_Notes.htm</p> <p>Great Depression Graphed http://econ161.berkeley.edu/TCEH/SlouchCrash14.html</p>	<p>Interview the Dust Bowl as if it were a person. Prepare a short paragraph that puts the Dust Bowl in context-- explaining who, what, where, when, and why-- in a very concise way, not more than a short sentence on each of the five W's (all five may not be applicable).</p> <p>Students examine New York Times articles to determine the causes of the Stock Market Crash. http://www.nytimes.com/learning/teachers/lessons/19991018monday.html?searchpv=learning_lessons</p> <p>Causes of the Great Depression http://www.cyberlearningworld.com/lessons/ushistory/lp.great.depression.htm</p> <p>Great Depression Journal - Write at least seven entries in journal. Options for entries- what it was like to ride the rails or to lose a job or farm as an adult provider, or from the point of view of an elderly person, a woman or a child in the Depression. Share the journal with the class and evaluate it in terms of historical accuracy.</p> <p>Newspaper - Create a newspaper front page that might have been written during the Depression. Highlight one event from the period. Include articles that tell about the times and the conditions in which people lived. Display as a poster.</p> <p>Letters - Write the following letters: a. As a child of the Depression, write a letter to the president asking him to help your family. Tell him what is wrong and how things could be improved..</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/age/ncy/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p> <p>EOCEP TEACHER'S GUIDE http://www.ed.sc.gov/age/ncy/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf (P. 20-21)</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.4 continued Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment.</p>		<p>b. As a child of today, write a letter to a school child in the Depression and tell him about changes that will occur in the future and how life is different now than it was then. Read to the class</p> <p>Create a power-point presentation using images from the Great Depression. Categorize the images based on themes including the Dust Bowl, migrants, unemployment, and government response.</p> <p>Create a Venn diagram comparing the economic and social impact of the Depression on farmers and city dwellers</p>	

Recommended Days of Instruction	3/90 6/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.5 Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: The Election of 1932 California water projects authorized or built by the New Deal The Tennessee Valley www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch16.html#maps (Select maps and title)</p> <p>Primary Sources: National Labor Relations Act www.ourdocuments.gov/doc.php?doc=67#</p> <p>Social Security Act www.ourdocuments.gov/doc.php?doc=68&page=transcript</p> <p>FDR's radio speech starting the 2nd New Deal www.ourdocuments.gov/doc.php?doc=69&page=transcript</p> <p>Political cartoons: Court-Packing Scheme www.aroberts.us/dictatorship/</p> <p>FDR Cartoon Database www.teachersfirst.com/ushistory/autoframe.htm?http://newdeal.feri.org/classrm/</p>	<p>Refer to SS Standards appendix Literacy Elements: D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>New Deal Poster Activity http://www.mrhumes.com/us/newdeal.htm</p> <p>Analogies: Enacting the New Deal was like putting a small bandage on a gushing wound. Students may write their own analogy. Make simple drawing of the analogy and label the historical comparisons.</p> <p>Making the Grade: Create a report card on the New Deal with specific categories. Evaluate the success of various programs as well as overall success and justify their grade in writing.</p>	<p>To demonstrate mastery of this indicator the student should: Explain the basic successes and failures of the two phases of the New Deal and how criticism of the New Deal propelled it to become more responsive to the long term need for reform of the system. Compare the first and second New Deals as to their primary purpose and their degree of success. Summarize, classify and identify examples of New Deal programs that addressed the need for recovery and reform during the Great Depression. Interpret maps, graphs and political cartoons and infer their relationship to information about the time period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.5 continued Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement.</p>	<p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>FDR Primary Documents www.pbs.org/wgbh/amex/presidents/32_f_roosevelt/psources/index.html</p> <p>New Deal PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/GreatDepression.html</p> <p>Lesson: The Social Security Act http://edsitement.neh.gov/view_lesson_plan.asp?id=767</p> <p>FDR Cartoon Archive http://www.nisk.k12.ny.us/fdr/</p> <p>New Deal Network (PS) http://newdeal.feri.org/index.htm</p> <p>New Deal Graphic Organizers http://regentsprep.org/Regents/ushisgov/themes/economic/newd.cfm</p> <p>Practice Tests (Select questions aligned to the SC Support Document) http://www.regentsprep.org/Regents/core/questions/question.cfm?Course=USHG&TopicCode=5c&QNum=1&Wrong=0</p>	<p>Read or listen to FDR’s first inaugural address. Create a chart that identifies the problems and solutions to those problems that he identified in the speech.</p> <p>Create a WPA photo documentary that illustrates the type of work this New Deal program created.</p> <p>Analyze political cartoons dealing with the New Deal and identify areas of bias where appropriate.</p> <p>Compare the political beliefs of Hoover and Roosevelt and analyze how these beliefs affected their approaches to the Depression.</p> <p>Use a Venn diagram to compare the emphasis of programs in the First New Deal with the programs of the Second New Deal.</p> <p>Explain how the New Deal programs fundamentally altered the relationship between the government and American citizens.</p> <p>Make a graphic organizer to summarize the impact of the Second New Deal on groups including farmers, the unemployed, youth, and retirees.</p> <p>Compare the New Deal policies to the ideas of such critics as Huey Long, Dr. Francis Townsend, and Charles Coughlin.</p>	<p>Interpret the significance of New Deal legislation and infer its impact on women, minorities, workers and the American economy and politics.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemsTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.5 continued Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement.</p>	<p>First 100 Days http://www.nisk.k12.ny.us/fdr/ideas/portfolio/dorn/dorn.html</p> <p>FDR's 1933 Speech on Saving Farms, Homes, and the Value of the Dollar (PS 3 minute video) http://www.besthistorysites.net/USHistory/GreatDepression.shtm</p> <p>Life in the 30s http://xroads.virginia.edu/~1930s/front.html</p> <p>FDR's New Deal (Use resources not lessons) http://teachers.net/lessons/posts/2606.html</p> <p>Relief, Recovery, Reform http://www.eduref.org/Virtual/Lessons/crossroads/sec5/Unit_10/Unit_10L1R4.html</p> <p>New Deal and African Americans http://www.freedomssong.net/lessons/FSLP_04.pdf</p> <p>Critics of New Deal http://www.dtman.com/steve_private/school/newdeal.htm http://www.pickens.k12.sc.us/dhsteachers/instructional_staff/hylkemaj/ushistory/newdeal/Notes/criticsnd.htm</p>	<p>Create a web diagram that exemplifies the effects of New Deal policies on groups such as women, African Americans, Native Americans, Mexican Americans, or unionized workers. Select one group and write an essay explaining this impact.</p> <p>"Brother Can You Spare a Dime" Primary Source Analysis, Research Skills, and Determining Impact of New Deal http://memory.loc.gov/learn/lessons/98/dime/teacher.html</p> <p>Examine how the Great Depression and New Deal affected the lives of different individuals. http://memory.loc.gov/learn/lessons/97/depress/lesson2.html</p> <p>New Deal Legacy (Do these programs still exist today? In what form?) http://memory.loc.gov/learn/lessons/97/depress/lesson3.html</p> <p>Constitutional Issues: Separation of Powers (FDR's Court Packing Scheme) http://www.archives.gov/education/lessons/separation-powers/</p> <p>Students will evaluate the government's role after learning about FDR's response to the Great Depression. Working in pairs, have half of the pairs consider the advantages and the other half consider the disadvantages of government intervention. Ask each pair to present their findings to the class. As the students report findings, complete the Discussion Graphic Organizer. http://www5.esc13.net/socialstudies/docs/organizers/discussionwebtemplate.doc</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-7.5 continued Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement.</p>		<p>Create a New Deal poster. http://www.cyberlearningworld.com/lessons/ushistory/pnewdeal.htm</p> <p>Listen to a recording of a "Fireside Chat". Write a response.</p> <p>Create a poem, rap or dance movement explaining the variety of New Deal programs of alphabet soup.</p>	

USHC-8

The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC 8-1 Analyze the United States' decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler, and in Japan under Hideki Tojo; the United States' movement from a policy of isolationism to international involvement; and the Japanese attack on Pearl Harbor.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Primary Sources: Pearl Harbor (primary and secondary sources) http://www.nps.gov/history/nr/twhp/wwwlps/lessons/18arizona/18facts1.htm</p> <p>America Goes to War – FDR Video Clip http://www.pbs.org/wgbh/amex/presidents/video/fdr_22_qt.html#v123</p> <p>The Juggler – Video Clip Churchill and Roosevelt Lend-Lease Program http://www.pbs.org/wgbh/amex/presidents/video/fdr_21_qt.html#v122</p> <p>Teacher Resource: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p>	<p>Refer to SS Standards appendix Literacy Elements:</p> <p>D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Argument, Persuasion, or Propaganda? Analyzing World War II Posters http://readwritethink.org/lessons/lesson_view.asp?id=829</p> <p>Pearl Harbor (Activities) http://www.nps.gov/history/nr/twhp/wwwlps/lessons/18arizona/18facts1.htm</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Analyze the factors that led to the rise of three strong totalitarian governments in the 1920s and 1930s. Compare the totalitarianism of Hitler, Mussolini and Tojo to democracy in the United States and Great Britain. Explain why the United States Congress passed the Neutrality Acts and how these limited the options available to President Roosevelt. Compare the circumstances that led the United States to enter World War I to the circumstances leading up to World War II.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC 8-1 continued Analyze the United States' decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler, and in Japan under Hideki Tojo; the United States' movement from a policy of isolationism to international involvement; and the Japanese attack on Pearl Harbor.</p>	<p>WWII Rise of Totalitarian Graphic Organizer http://165.166.21.66/TAH/Curriculum/Gr11/11.8%20World%20War%20II.pdf</p> <p>Unit: The Road to Pearl Harbor: The United States and East Asia, 1915-1941 http://edsitement.neh.gov/view_lesson_plan.asp?id=748</p>	<p>From Isolation to Intervention Lesson/Activity and Resources http://www.teachingamericanhistory.org/churchill/lessonplans/baker.doc</p> <p>Create a world map that shows the rise of extreme nationalism that led to WWII. Illustrate the aggressive actions taken by Italy, Germany, Japan and Russia during this period. Color code and track countries invaded by these aggressive nations.</p> <p>Construct a time line labeling the events of the 1930s that eventually led to US entrance into WWII. Choose, evaluate and defend a position on which 2-3 events were most important. Assess the thesis that the attack on Pearl Harbor was a result of deliberate negligence on the part of Roosevelt so as to gain entrance into the war.</p> <p>Theorize as to how the course of German aggression may have differed had the Munich Pact (appeasement) not been signed.</p> <p>Evaluate the intent and impact of the following: the Neutrality Acts, "cash and carry", and the Lend-Lease Act.</p> <p>Create an illustrated flow chart that shows the issues and events that lead to World War II and eventual U.S. involvement.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Recommended Days of Instruction	1.5/90 3/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-8.2 Summarize and illustrate on a time line the major events and leaders of World War II, including the Battle of the Bulge and the major battles at Midway, Normandy, Iwo Jima, and Okinawa; the turning points of the war for the Allies; the dropping of atomic bombs on Hiroshima and Nagasaki; and the roles of Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Charles de Gaulle.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: <u>World War II in Europe, 1942-45 (interactive)</u> <u>World War II in the Pacific, 1941-45 (interactive)</u> <u>Allied Advances and Collapse of German Power (interactive)</u> http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch17.html#maps</p> <p>Primary Source: General Eisenhower’s Order of the Day(1944) www.ourdocuments.gov/doc.php?doc=75&page=transcript</p> <p>Germany Surrenders www.trumanlibrary.org/calendar/viewpapers.php?pid=34</p> <p>FDR Political Cartoons www.teachersfirst.com/ushistory/autoframe.htm?http://newdeal.feri.org/classrm/</p> <p>Dr Seuss Goes to War http://politicalhumor.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=politicalhumor&cdn=entertainment&tm=21&qps=246_258_1000_578&f=00&tt=14&bt=1&bts=1&zu=http%3A//orpheus.ucsd.edu/speccoll/ds/politic/</p>	<p>Refer to SS Standards appendix Literacy Elements: D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries</p> <p>Historical Markers: Create/write historical markers for Midway, Normandy, Iwo Jima, Okinawa, Stalingrad, Battle of the Bulge and El Alamein. Marker should include a succinct summary of the battle, key players, outcome, small map, and explanation of the significance. Each marker should cover an 8½ X 11 sheet.</p> <p>Label on outline maps the major battles of the European and Pacific theatres. Explain how these battles were reflective of the US war strategy. Pay particular attention to the geographic positions of the allies, the US and the USSR, at the end of the war in each theater.</p>	<p>To demonstrate mastery of this indicator the student should: Summarize the progress of the war effort and the impact of wartime decisions on the relationship of the allies. Classify events as belonging to the war effort in the Pacific or European theaters Compare the strategies and outcome of World War II to those of World War I and to infer the impact of those strategies on the post-war tension between the United States and the Soviet Union. Interpret maps and graphs and infer their relationship to information about the time period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-8.2 continued Summarize and illustrate on a time line the major events and leaders of World War II, including the Battle of the Bulge and the major battles at Midway, Normandy, Iwo Jima, and Okinawa; the turning points of the war for the Allies; the dropping of atomic bombs on Hiroshima and Nagasaki; and the roles of Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Charles de Gaulle.</p>	<p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Unit: "The Proper Application of Overwhelming Force": The United States in World War II http://edsitement.neh.gov/view_lesson_plan.asp?id=653</p>	<p>Analyze and compare the importance of the Battle of Stalingrad with the Battles of the Coral Sea and Midway.</p> <p>Choose, evaluate and defend a position on Truman's decision to drop the atomic bomb.</p> <p>Make an illustrated timeline of events in World War II.</p> <p>Create a Paper Plate Timeline of the major events and leaders of WWII. (See USHC 4.3 for directions)</p> <p>Identify the differences between the western allies and the Soviet Union over wartime strategies such as the second front and government in Poland and the resulting suspicions that laid the foundation for the Cold War.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Recommended Days of Instruction	1.5/90 3/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-8.3 Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm</p> <p>Maps: Japanese-American Relocation www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch17.html#maps(Select maps/title)</p> <p>Zoot Suit Riots www.pbs.org/wgbh/amex/zoot/eng_sfeature/sf_lamap.html#</p> <p>Primary Sources: Women and War on the Home Front www.loc.gov/exhibits/wcf/wcf0001.html</p> <p>Executive Order 8802: Prohibition of Discrimination in the Defense Industry (1941) www.ourdocuments.gov/doc.php?doc=72&page=transcript</p> <p>Joint Address to Congress Leading to a Declaration of War Against Japan (1941) www.ourdocuments.gov/doc.php?flash=true&doc=73&page=transcript</p> <p>Executive Order 9066: Resulting in the Relocation of Japanese (1942) www.ourdocuments.gov/doc.php?doc=74&page=transcript</p>	<p>Refer to SS Standards appendix Literacy Elements: D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>WWII Recruiting Poster: Create a recruiting poster to inspire Americans in the war effort on the home front. The poster should include the reasons why the U.S. is involved in the war.</p> <p>WWII Posters Activity/Lesson www.trumanlibrary.org/museum/posters/teach1.htm</p> <p>After creating a series of questions, students will interview persons who were alive during WWII for the purpose of understanding the impact of the war on daily life in America. Students will then compile the responses in a community scrapbook, Pod-cast, or other medium that would preserve the recollections of the "Greatest Generation" as social history</p>	<p>To demonstrate mastery of this indicator the student should: Compare the wartime economy and racism during World War I and World War II. Explain the impact of the war effort on the depressed American economy and its impact on women and minorities. Interpret maps, graphs and propaganda posters and infer their relationship to information about the time period. infer long term consequences for minorities in the post-war period such as the civil rights and women's rights movements.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-8.3 continued Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans.</p>	<p>Service-men's Readjustment Act (1944) http://www.ourdocuments.gov/doc.php?doc=76&page=transcript also for 9.1</p> <p>Jeanne Wakatsuki Houston and James D. Houston, Farewell to Manzanar http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch20.html#documents (Select docs/title)</p> <p>Teacher Resources Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctev.org/education/StreamLineSC</p> <p>Japanese Americans Internment (Primary Sources) http://memory.loc.gov/learn/community/cc_asian-pacific_kit.php</p> <p>War on the Home Front (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/WorldWar_II.html</p> <p>Snow Falling on Cedars David Guterson 1999</p> <p>Farewell to Manzanar Jeanne Wakatsuki Houston and James D. Houston. 1972</p>	<p>Create a graphic organizer summarizing the advances and problems of women and minorities during WWII.</p> <p>Evaluate maps showing the location of Japanese before and during internment. Discuss why this action was taken, its legality, and impact. Contrast with Japanese-American participation in the war effort and with other periods of nativism/extreme nationalism in US history.</p> <p>Evaluate the decision of the government to evacuate Japanese Americans to camps as a "military necessity." Identify any similarities/differences between the Japanese camps and the U.S. prisons in Guantanamo Bay during the war with Iraq.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Recommended Days of Instruction	.5/90 1/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-8.4 Summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Holocaust and War Crimes: Activities, Lessons, PowerPoints, Primary Sources, and more www.trumanlibrary.org/nuremberg.htm</p> <p>Images of the Holocaust PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/WorldWar_II.html</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Acrostic Poem: Write an acrostic poem using the word Holocaust or genocide. An acrostic poem uses letters in the topic word to begin each line. All lines of the poem should relate to or describe the topic word. http://www.irespect.net/schools/holocaustPoetry/index.htm</p> <p>Choose a passage from a work of historical nonfiction concerning the Holocaust – such as the Diary of Anne Frank or a book by Elie Wiesel – that speaks for the causes of civil rights, humanity, and justice. Then have students explain why this particular passage was chosen and how the ideas that the author expresses in the passage might be applied in today’s world.</p>	<p>To demonstrate mastery of this indicator the student should: Summarize the world’s response to the Final Solution, Infer the effectiveness of the war crimes trials as a deterrent to future actions, and explain the reason for the establishment of, and American support for, the state of Israel.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemsTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-8.4 continued Summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials.</p>		<p>Review and evaluate the outcome of the Nuremberg Trials. Why were the trials important? (Nuremberg Code as a possible primary resource)</p> <p>Compare current war crimes trials with those conducted in Nuremberg or other places. Cite similarities and differences in the conduct and outcomes of the trials.</p>	

Recommended Days of Instruction	.5/90 1/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-8.5 Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>US Atomic Capabilities (PS) http://www.trumanlibrary.org/whistlestop/study_collections/coldwar/documents/sectioned.php?documentid=10-1&pagenumber=41&groupid=10</p> <p>America's Space Program (PS and Activities) http://www.nps.gov/history/nr/twhp/www/ps/lessons/101space/101space.htm</p> <p>Apollo Landing http://history.nasa.gov/ap11ann/introduction.htm</p> <p>Minutemen Missiles (PS and Activities) http://www.nps.gov/history/nr/twhp/www/ps/lessons/128mimi/</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Create a graphic organizer explaining how technology developed during WWII, its military use, and its peacetime use. Some examples are: semiconductors, computers, freeze-dried foods, medical advances, synthetic materials, and radar.</p> <p>The class creates a list of scientific, technological, and medical advancements that have taken place since World War II. Students conduct research to address</p> <ul style="list-style-type: none"> • where the advancement/invention originated • where, why and how it is used • positive or negative impact on society 	<p>To demonstrate mastery of this indicator the student should: Summarize the impact of wartime research and development on the initiation of technological advancements. Explain the impact of such research on the standard of living and demographic patterns. Given examples of technological advancements, identify them as examples of technological changes associated with World War II and the postwar period. Interpret maps, graphs and political cartoons to infer their relationship to information about the time period. EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf (P. 22-23)</p>

USHC-9

The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC 9.1 Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: The National Highway System Shifts in African American Population Patterns, 1940-1960 Population Shifts Toward the "Sunbelt" www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#maps (Select maps and title)</p> <p>Primary Resources: John Kenneth Galbraith, The Affluent Society (1958) John Clellon Holmes, This Is the Beat Generation www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#documents Select doc/ title)</p> <p>How to be a Good Housewife http://jade.ccccd.edu/grooms/goodwife.htm</p> <p>The Feminine Mystique: The Problem that has no Name www.hnet.org/~hst203/documents/friedan1.html</p>	<p>Refer to SS Standards appendix Literacy Elements:</p> <p>K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships</p> <p>L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts</p> <p>O: Consider multiple perspectives of documents and stories</p> <p>P: Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Evaluate graphs of high school and college enrollment in the US in 10-year intervals from 1940 through 1980. Interpret the data and explain the reasons for the trends.</p> <p>Illustrate on map the patterns of movement for the US population during the 1940s and 1950s. Explain reasons for this movement.</p> <p>Create a graphic organizer that explains the reasons for the development and growth of the suburbs after WWII.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain the causes and effects of social and cultural changes in postwar America.</p> <p>Summarize, classify and Identify examples of key social and cultural changes in the period.</p> <p>Interpret maps, graphs and political cartoons and infer their relationship to information about the time period.</p> <p>Interpret the significance of these changes and infer their impact on the role of women in society and Explain the religious response to these changes.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC 9.1 continued Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society.</p>	<p>Photographs from Levittown http://tigger.uic.edu/~pbhales/Levittown/</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctev.org/education/StreamLineSC</p> <p>American Cultural History 1950-59 http://kclibrary.lonestar.edu/decade50.html#events</p> <p>Google Images 1950s Women http://images.google.com/images?hl=en&client=firefox-a&channel=s&rls=org.mozilla:en-US:official&hs=zS2&q=1950s+women&resnum=0&um=1&ie=UTF8&sa=X&oi=image_result_group&resnum=1&ct=title</p> <p>Women in the 1950s http://www.learnhistory.org.uk/usa/women1950s.htm</p> <p>Women in the 1950s Workplace http://honors.umd.edu/HONR269J/projects/hchunt/main.htm</p> <p>The Pill http://www.pbs.org/wgbh/amex/pill/peopleevents/p_mrs.html</p>	<p>Explain the purpose of the GI Bill and evaluate its impact.</p> <p>Assign groups of students to research one of the following topics: family income, automobile ownership, home ownership, and consumer spending for the years 1934 and 1954. Have the students share their findings with other groups and then compile a Shutter-Folder that reflects the improving American standard of living.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC 9.1 continued Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society.</p>	<p>History of the GI Bill http://www.gibill.va.gov/gi_bill_info/history.htm</p> <p>http://usinfo.state.gov/products/pubs/historians/chapter07.htm</p> <p>Suburbs http://www.ohiohistorycentral.org/entry.php?rec=1705&nm=Suburbs</p> <p>Religion in Post WWII America http://nationalhumanitiescenter.org/serve/twenty/tkeyinfo/trelww2.htm</p> <p>The Christian Right http://nationalhumanitiescenter.org/serve/twenty/tkeyinfo/chr_rght.htm</p>		

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.2 Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the "Red Scare" and McCarthyism; and the role of military alliances.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: <u>Divided Germany and the NATO alliance</u> <u>The Korean War</u> <u>The Korean War, 1950-1953 (interactive)</u> <u>The Cold War (interactive)</u> http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#maps (Select maps and title)</p> <p>Primary Source:</p> <p>Iron Curtain Speech www.fordham.edu/halsall/mod/churchill-iron.html</p> <p>Truman Doctrine www.pbs.org/wgbh/amex/presidents/video/truman_21_qt.html#v178</p> <p>McCarthy's letter to Pres. Truman www.archives.gov/education/lessons/mccarthy-telegram/images/telegram-page-1.gif</p> <p>Political Cartoons: <u>Herblock on the Cold War 1940s, 1950s: Atom Bomb</u> http://www.loc.gov/rr/print/swann/herblock/ticktock.html</p>	<p>Refer to SS Standards appendix Literacy Elements: D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Berlin Airlift (Photos and Political Cartoons Group Activity) http://www.trumanlibrary.org/whistlestop/teacher_lessons/picturesberlin.htm</p> <p>Interactive Cuban Missile Crisis Activity http://edsitement.neh.gov/view_lesson_plan.asp?id=683</p> <p>US-Cuban Relations http://www.trumanlibrary.org/educ/hendonCubalesson.doc (teacher page)</p> <p>www.trumanlibrary.org/educ/hendonCubagraphicorganizer.doc (student page)</p>	<p>To demonstrate mastery of this indicator the student should: Summarize the origins and course of the Cold War conflict between the United States and the Soviet Union. Explain the causes and effects of various incidents in the Cold War, identify examples of, and classify those incidents, Compare them to one another, interpret the significance of each incident and infer their impact on relations between the United States and the Soviet Union. Interpret maps, graphs, photographs, political cartoons and propaganda and Infer their relationship to information about the time period</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.2 continued Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the "Red Scare" and McCarthyism; and the role of military alliances.</p>	<p>McCarthyism by Herblock 1950s: McCarthy Era http://www.loc.gov/rr/print/swann/herblock/fire.html</p> <p>George F. Kennan, Long Telegram Excerpts from NSC-68 John Foster Dulles, "Massive Retaliation" Speech Eisenhower's Farewell Speech on the 'Military-Industrial' Complex Joseph McCarthy, Speech Warning of the Communist Threat Lillian Hellman Defies HUAC</p> <p>www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#documents (select documents/title)</p> <p>Walt Disney, Testimony Before the House Committee on Un-American Activities http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#relatedOnlineReadings (Select additional online readings)</p> <p>Cold War Files (Exploring history through a primary sources' data base) http://www.coldwarfiles.org/index.cfm?fuseaction=home.flash</p> <p>Ideological Foundations of the Cold War (Summary with links) http://www.trumanlibrary.org/whistlestop/study_collections/coldwar/index.php</p>	<p>AP DBQ 2006 Form B – Origins of the Cold War http://apcentral.collegeboard.com/apc/public/repository/ap06_frq_us_history_51758.pdf</p> <p>AP 2004 Question #5 See also lists of evidence, scoring rubrics and sample essays http://apcentral.collegeboard.com/apc/public/repository/ap04_frq_ushistory_36180.pdf</p> <p>AP Exam 2006-Form B; Question #1 DBQ and/or Exam 2004; Question #5 See 'Scoring' for list of possible evidence and rubric and 'Sample' student essays. http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2089.html</p> <p>Lesson: A Look at US and USSR Foreign Policy in 1947 www.trumanlibrary.org/educ/hendon1947lesson.doc</p> <p>McCarthyism Interactive Lesson (adjust as needed to align to the Support Document) www.trumanlibrary.org/educ/keelyMcCarthyism.doc</p> <p>Have a classroom debate: Was the United States or the Soviet Union more responsible for the beginning of Cold War tensions?</p> <p>Assign groups of students to research incidents in the Cold War and report to the class. Make an illustrated timeline foldable of the Cold War.</p> <p>I Have/Who Has Cold War www.cyberlearningworld.com/lessons/ushistory/iHAVEWHOHAScoldwar.htm Create a two-tab foldable to compare and contrast cold war fears with modern day terrorism. USHC 10.1</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.2 continued Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the "Red Scare" and McCarthyism; and the role of military alliances.</p>	<p>The Duck and Cover Precautionary Procedure: Responding to Danger (ETV Streamline Video 9:12) www.sctv.org/education/streamlinesc/</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.orgclick on History Resource Center: US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Early Cold War PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Cold_War_Korea_Vietnam.html</p> <p>Unit: The Origins of the Cold War http://edsitement.neh.gov/view_lesson_plan.asp?id=688</p> <p>Unit: Witch Hunt or Red Menace? Anticommunism in Postwar America, 1945-1954 http://edsitement.neh.gov/view_lesson_plan.asp?id=689</p> <p>Lesson: The Rise and Fall of Joseph McCarthy http://edsitement.neh.gov/view_lesson_plan.asp?id=692</p>	<p>Use a T-chart to differentiate between US and USSR's WWII and postwar goals. Discuss the difference between these policies and how they contributed to the Cold War.</p> <p>Complete the statement The Cold war is like...and illustrate with pictures. Create a patchwork quilt of scenes from one of the major events of the Cold War. Write a brief explanation for each event.</p> <p>Distinguish between the charges that were made and the evidence that was brought forth to support those charges during the era of the "Red Scare" and McCarthyism.</p> <p>Examine a map of the NATO and Warsaw Pact nations including year joined. Choose, evaluate and defend a position on whether these alliances escalated the Cold War or were instrumental in avoiding a direct war between the US and Soviet Union.</p> <p>Explain the Truman Doctrine including an analysis of events leading to its creation, its immediate purpose, and long-term impact.</p> <p>Create a flow chart plotting Cold War conflicts and the year they occurred from 1948-1965. Label areas of conflict/dates on a world map.</p> <p>Create a multimedia presentation highlighting key Cold War events including the Berlin Airlift, launching of Sputnik, the U-2 incident, the building of the Berlin Wall, and the Cuban missile crisis.</p>	

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.3 Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm</p> <p>Maps: <u>Vietnam War (interact)</u> <u>The Vietnam War</u> http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch19.html#maps (Select maps and title)</p> <p>Images: <u>Americans soldiers on patrol in Vietnam</u></p> <p><u>Military police guard the mall entrance to the Pentagon during 1967 anti war protest</u></p> <p><u>Anti-war protestor being removed from the Pentagon area</u></p> <p>http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch19.html#images (Select mages/title)</p> <p>Primary Sources: Declaration of Independence, Republic of Vietnam http://coombs.anu.edu.au/~vern/van_kien/declar.html</p>	<p>Refer to SS Standards appendix Literacy Elements: D: Create and interpret data on time lines K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Vietnam War Webquest (Align to Support Document) http://people.heidelberg.edu/~bkreitzb/webquest.html</p> <p>Create a two-tab foldable to analyze the relationship between the Gulf of Tonkin Resolution and the War Powers Act.</p> <p>Evaluate the Tonkin Gulf Resolution in relation to Article 1, Section 8, Clause 11 and Article 2, Section 2, Clause 1 of the Constitution.</p> <p>Identify the common themes in War Protest songs of the Vietnam Era. Song Analysis Sheet http://www.wehavehistorytoo.org/resources/graphic_orgs_PDFs/Primary%20source%20analysis/songanal.pdf</p>	<p>To demonstrate mastery of this indicator the student should: Explain the key events and effects of the Vietnam War. Summarize the Vietnam policy of Presidents Kennedy, Johnson and Nixon, and compare these policies to one another. Classify policies and give examples of policies for each presidential administration Interpret maps, graphs and political cartoons and infer their relationship to information about the time period. Interpret the significance of key events and presidential policies on support for the war effort and infer the war's impact on the American government and future policies towards foreign intervention.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.3 continued Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon.</p>	<p>The Vietnam War www.gilderlehrman.org/teachers/module22/mod_tools.html (click on "American Foreign Policy" and "Interpreting Statistics")</p> <p>War in Vietnam in Photos www.archives.gov/education/lessons/vietnam-photos/</p> <p>Vietnam War PowerPoint (Select slides aligned to the Support Document) http://teachingwithpowerpoint.com/Cold_War_Korea_Vietnam.html</p> <p>Vietnam Protest Songs www.brownielocks.com/sixtieswarsongs.html www.jwsrockgarden.com/jw02vvaw.htm#sampling</p> <p>How to Analyze a Song Worksheet http://memory.loc.gov/learn/lessons/99/mi-grant/asongwrk.html</p> <p>Declaration of Independence, Republic of Vietnam http://coombs.anu.edu.au/~vern/van_kien/declar.html</p> <p>The Vietnam War www.gilderlehrman.org/teachers/module22/mod_tools.html (click on "American Foreign Policy" and "Interpreting Statistics")</p>	<p>Choose, evaluate and defend the arguments for or against US involvement in Vietnam. Analyze protest symbols of the Vietnam War.</p> <p>Create war protest bumper stickers/posters/buttons.</p> <p>Choose, evaluate and defend a position on the goals/strategies of the anti-war movement in light of Article 3, Section 3, Clause 1 of the Constitution.</p> <p>Create war protest bumper stickers/posters/buttons.</p> <p>Choose, evaluate and defend a position on the goals/strategies of the anti-war movement in light of Article 3, Section 3, Clause 1 of the Constitution.</p> <p>Using a timeline of the Vietnam War, make a chart illustrating at least 2 specific actions each taken by the Eisenhower, Kennedy, and Johnson administrations that expanded American involvement in Vietnam. Choose which 1 action from each president you think was MOST crucial and explain.</p> <p>Have a classroom debate and/or write an essay to answer the question: Which American president was most responsible for the diplomatic, cultural and political phenomenon that was "Vietnam?" Or Was the United States justified in waging war in Vietnam?</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.3 continued Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon.</p>	<p><u>The Tonkin Gulf Incident and President Johnson’s Message to Congress (1964)</u></p> <p><u>An Account of the Tet Offensive from the Defense Department’s Pentagon Papers (1971)</u></p> <p><u>Spiro T. Agnew’s Speech against Radical Protests (1969)</u></p> <p><u>Martin Luther King, Jr., Beyond Vietnam</u></p> <p>http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch19.html#documents (Select documents/title)</p> <p>John Kerry, Vietnam Veterans Against the War Statement http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch20.html #relatedOnlineReadings (Select Online Readings)</p> <p>Viet Cong Program Lyndon Johnson and Ho Chi Minh, Letters http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch19.html #relatedOnlineReadings (Select Online readings/title)</p>	<p>Compare the Vietnam war to the Korean war and/or to the war in Iraq.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.3 continued Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon.</p>	<p>Paris Peace Accord (1973) http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHisch20.html#documents (See documents/title)</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click US</p> <p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Battlefield Vietnam: A Brief History http://www.pbs.org/battlefieldvietnam/history/</p> <p>Teaching With Documents: The War in Vietnam - A Story in Photographs http://www.archives.gov/education/lessons/vietnam-photos/</p>		

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.4 Compare the domestic and foreign policies of the period—including Kennedy’s New Frontier, Johnson’s Great Society, and Nixon’s establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: The Election of 1964 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch19.html#maps</p> <p>Presidential Elections, 1956-1968 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch20.html#maps</p> <p>Israel, the Middle East and Suez Crisis, 1956 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#maps (Select maps and title)</p> <p>The Election of 1976 The Election of 1980 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch20.html#maps (Select maps and title)</p> <p>Images: Carter meets with Begin and Sadat http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch20.html#images</p> <p>Primary Source: Great Society Political Cartoon http://www.congresslink.org/cartoons/lessons/the_great_society.htm</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Evaluate the effectiveness of détente, including its definition and origin, its effect on relations with communist nations, and its impact on the American public.</p> <p>Analyze major Supreme Court rulings of the Warren Court and determine their correlation to the ideals of the Great Society.</p> <p>Making the Grade: Create a report card to evaluate the successes and failures of the New Frontier programs including the Peace Corps, Alliance for Progress, the space (moon) program,</p>	<p>To demonstrate mastery of this indicator the student should: Explain domestic and foreign policies under Presidents Kennedy, Johnson and Nixon, as well as the policies of presidents from Truman through Carter towards the U.S.S.R. and the Middle East. Summarize the policies of each president, compare them to one another, classify policies and identify examples of policies of each president in both the domestic and foreign policy arena. Interpret maps, graphs and political cartoons and infer their relationship to information about the time period. interpret the significance of each policy and infer its impact on overall United States policy.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.4 continued Compare the domestic and foreign policies of the period—including Kennedy’s New Frontier, Johnson’s Great Society, and Nixon’s establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter.</p>	<p>Teacher Resources Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctev.org/education/StreamLineSC</p> <p>Richard Nixon and the EPA http://www.epa.gov/history/org/origins/reorg.htm</p> <p>Richard Nixon and Rapprochement with China http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB70/ scroll down for documents PDF</p> <p>Kennedy and the New Frontier http://countrystudies.us/united-states/history-120.htm</p> <p>Major Supreme Court Cases www.civilrights.org/research_center/civilrights101/supremecourt.html</p> <p>LBJ and Great Society Practice Test (Select questions aligned to the SC Support Document.) http://www.regentsprep.org/Regents/core/questions/question.cfm?Course=USHG&TopicCode=7d&QNum=1&Wrong=0</p>	<p>and civil rights legislation. Justify grades by giving a reasons for successes and failures. (Activity may be expanded for each of the presidents listed in indicator</p> <p>Compare the Iranian Hostage Crisis with the Camp David Accords as an evaluation of Jimmy comparing the Great Society with Carter’s foreign policy.</p> <p>Categorize the programs of the Great Society as to areas of emphasis. Create a Venn diagram those of the New Deal.</p> <p>“Identifying Similarities and Differences” from <i>Instructional Strategies That Work</i> by Robert Marzano, Debra Pickering and Jane E. Pollock</p> <p>Have a foci classroom debate or Write an essay(s): Which president - Kennedy, Johnson or Nixon- was most effective in meeting the needs of the American people in the period 1961 to 1975?</p> <p>Which president - Kennedy, Johnson, Nixon, Carter- was most effective in protecting the interest of the United States in diplomatic relations during the 1960s and early 1970s?</p> <p>The class creates a list of scientific, technological, and medical advancements that have taken place since World War II. Students conduct research to address</p> <ul style="list-style-type: none"> • where the advancement/invention originated • where, why and how it is used • positive or negative impact on society 	<p>EOCEP TEACHER’S GUIDE http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf (P. 24-25)</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.4 continued Compare the domestic and foreign policies of the period—including Kennedy’s New Frontier, Johnson’s Great Society, and Nixon’s establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter.</p>		<p>Students select to create a magazine on the "Kennedy Years," "Johnson Years," or "Nixon Years". (Align project to Support Document.) Include articles, images, editorials, political cartoons, and interviews:</p> <ol style="list-style-type: none"> 1. Domestic Affairs 2. Civil Rights 3. Foreign Affairs <p>Students write a newspaper article explaining Jimmy Carter’s response to the Iranian hostage crisis.</p> <p>Students create a timeline (1948-1980) of Middle East events and U.S. foreign policy decisions with regard to the region. Identify economic, political, or strategic impact of events and decisions. Assign groups of students to research the role of Truman, Kennedy/Johnson, Nixon/Ford and Carter in the Middle East and compile the information in an illustrated wall flow chart.</p> <p>Have a classroom debate or Write an essay: Which American president- Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford or Carter- was most effective in protecting the interests of the United States and promoting peace in the world in relation to the crisis in the Middle East?</p> <p>Examine graphs of US oil consumption and production from 1965-1980. (Could extend to present day to address USHC 10) Based on this information have students predict the economic impact of increased consumption and defend their predictions. Critique the policies of containment and détente and determine which was more effective in foreign relations. Explain reasoning.</p>	

Recommended Days of Instruction	2/90 4/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.5 Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Shifts in African American Population Patterns, 1940-1960 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#maps</p> <p>The Struggle for the Equal Rights Amendment http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch20.html#maps (Select maps and title)</p> <p>Images: Virginia beach colored only sign Protest against segregation of schools North Carolina school refusing to admit African Americans , 1956 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#images (Select images/title)</p> <p>Civil rights march, Alabama, 1965 http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch19.html#images (Select images/title)</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V:Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>AP Exam 2004 – Form B Question #5. See also lists of evidence, scoring rubrics and sample essays. http://apcentral.collegeboard.com/apc/public/repository/ap04_frq_ushistory_b_36181.pdf</p> <p>Strange Fruit and Lynching www.wetheteachers.com/files/0/43851213386297.doc</p> <p>Brown v. Board of Education Political Cartoon Analysis http://www.landmarkcases.org/brown/cartoons.html</p> <p>Children’s ABC or Story Book: Construct an illustrated children's book with key figures and events of the civil rights movement.</p>	<p>To demonstrate mastery of this indicator the student should: Explain the civil rights movement, including leadership, strategies, court cases and legislation. Students should be able to summarize, identify examples of, and classify key concepts of the civil rights movement in particular, and compare it to the other movements such as those for women and Native Americans in general. Interpret maps, graphs, photographs and political cartoons and infer their relationship to information about the time period. Interpret the significance of specific events or infer their impact on subsequent sister movements for equity.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.5 continued Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.</p>	<p>Primary Sources: Civil Rights Timeline of Events with images and descriptions www.infoplease.com/spot/civilrightstimeline1.html</p> <p>Audio/visual and textual resources spans decades of the Civil Rights movement and provides timelines and video clips. www.teachersdomain.org/special/civil/previous</p> <p>Labor union news articles www.washingtonpost.com/ac2/related/topic/Labor+Unions</p> <p>The Gender Gap http://www.thinkandask.com/2005/20050522gender.html</p> <p><u>Brown v. Board of Education</u></p> <p><u>Martin Luther King, Jr., Statement on Ending the Montgomery Bus Boycott</u></p> <p><u>Eisenhower’s Response to the Little Rock Crisis (September 24, 1957)</u></p> <p><u>Student Nonviolent Coordinating Committee Founding Statement (1960)</u> http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch18.html#documents (Select documents/title)</p>	<p>Protest Poster: Make a protest poster reflecting issues of the civil rights movement. i.e., Jim Crow, Brown v. Board of Education, segregation, voting rights.</p> <p>Describe and compare the tactics employed by Martin Luther King Jr. and Malcolm X during the civil rights movement.</p> <p>Assign groups of students to research the goals sought and the strategies used in various incidents in the civil rights movement including Supreme Court cases, boycotts, sit-ins and marches. Students should also evaluate the degree to which these strategies were effective in gaining support for the rights of African Americans by examining the political and social response of other Americans to the movement. Student groups report to the class.</p> <p>Create a timeline of events in the movement for African American civil rights. Evaluate the impact of Brown v. Board, of Education, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.</p> <p>Create a chart comparing the SCLC, SNCC, NAACP, and the Nation of Islam including leaders, tactics utilized, events sponsored, characterization of members, and success/failures of the organization.</p>	<p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.5 continued Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.</p>	<p><u>The Port Huron Statement of the Students for a Democratic Society (1962)</u></p> <p><u>Martin Luther King, Jr, "I Have a Dream" Speech (See documents/ title)</u></p> <p><u>Excerpts from the Civil Rights Act of 1964</u> (See documents/ title)</p> <p><u>Stokely Carmichael and Charles V. Hamilton's Black Power: The Politics of Liberation in America</u> (See documents/ title)</p> <p><u>Betty Friedan's The Feminine Mystique</u> (See documents/ title)</p> <p><u>National Organization for Women (NOW) Statement of Purpose (1966)</u> (See documents/ title) www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch19.html#documents (Select documents and title)</p> <p><u>Roe v. Wade (1973)</u> www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch20.html#documents</p> <p><u>Teacher Resources:</u> Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p>	<p>After creating a series of questions, students will interview persons who lived during the civil rights movement. Students will then compile the responses in a community scrapbook, Pod-cast, or other medium that would preserve the recollections as social history.</p> <p>Evaluate the effectiveness of civil disobedience as a strategy for social and/or political change. Apply this evaluation to an incident from 1950-1980 involving African Americans, Latinos, or Native Americans.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-9.5 continued Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.</p>	<p>ETV StreamlineSC www.sctv.org/education/StreamLineSC</p> <p>Teaching with Documents Related to <i>Brown v Broad of Education</i> http://www.archives.gov/education/lessons/brown-v-board/</p> <p>Teaching with Documents: The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission http://www.archives.gov/education/lessons/civil-rights-act/</p> <p>Unit: Competing Voices in the Civil Rights Movement http://edsitement.neh.gov/view_lesson_plan.asp?id=730</p> <p>Lesson: Ordinary People, Ordinary Places: the Civil rights Movement http://edsitement.neh.gov/view_lesson_plan.asp?id=353</p> <p>National Humanities Center Toolbox Library: Primary Sources for US History and Literature: African American Protest 1917-1968 http://nationalhumanitiescenter.org/pds/maa3/protest/protest.htm</p>		

USHC-10

The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-10.1 Summarize key events in United States foreign policy from the end of the Reagan administration to the present, including changes to Middle East policy, the impact of United States involvement in the Persian Gulf, and the rise of global terrorism.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Primary Resources National Commission on Terrorists Attacks Upon the United States http://www.911commission.gov/ http://govinfo.library.unt.edu/911/staff_statements/index.htm</p> <p>9-11 Lesson (Primary Sources) http://lessonplandatabase.org/view_lesson_s.php?viewid=327</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.sctev.org/education/StreamLineSC</p> <p>US Foreign Policy in the Middle East http://www.pbs.org/wgbh/globalconnections/mideast/questions/uspolicy/index.html</p>	<p>The Rise of Terrorism http://lessonplandatabase.org/view_lessons.php?viewid=326</p> <p>Rise of Terrorism http://lessonplandatabase.org/admin/uploads/The%20Rise%20of%20Terrorism%20Handout%201_2Y3%20Kendall.doc</p> <p>The Reagan Legacy http://www.glencoe.com/sec/socialstudies/ushistory/mod2002/chap25/walp.shtml</p> <p>On a world map label the locations of terrorist activity (and dates) at the beginning of the 21st century. Discuss how the United States is perceived by other nationalities.</p> <p>Put together an oral history project by interviewing members of the community about their thoughts and feelings in the wake of September 11.</p> <p>Interpret the significance of the United States' involvement in the Persian Gulf, including the motivation for involvement and the long-term effects.</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Explain why the Middle East is an area of vital importance for the United States.</p> <p>Compare the first and second Gulf Wars, and explain the ongoing conflict between Israel and her neighbors and the reasons for such conflict.</p> <p>Interpret maps, graphs and political cartoons and infer their relationship to information about the time period</p> <p>EOCEP TEACHER'S GUIDE http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf (P. 26)</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-10.1 continued Summarize key events in United States foreign policy from the end of the Reagan administration to the present, including changes to Middle East policy, the impact of United States involvement in the Persian Gulf, and the rise of global terrorism.</p>	<p>US Foreign Policy in the Middle East www.pbs.org/wgbh/globalconnections/mideast/questions/uspolicy/index.html</p> <p>Current Issues Practice Test (Select questions aligned to the SC Support Document) http://regentsprep.org/Regents/core/questions/question.cfm?Course=USHG&TopicCode=7i&QNum=1&Wrong=0</p> <p>Iraq and 9-11 Hotlist http://www.socialstudies.org/resources/moments/</p>	<p>Analyze events in the Soviet Union, Germany, Eastern Europe, and the US that brought about the end of the Cold War.</p> <p>Examine contrasting maps of the change in European nations and boundaries from 1990 to the present.</p>	

Recommended Days of Instruction	1/90 2/180		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-10.2 Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity.</p>	<p>STANDARD SUPPORT DOCUMENT https://www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Maps: Analyzing a Map www.trumanlibrary.org/educ/map.pdf</p> <p>Primary Resources: Analyzing An Artifact www.trumanlibrary.org/educ/artifact.pdf</p> <p>Analyzing a Photograph www.trumanlibrary.org/educ/photo.pdf</p> <p>Document Analysis www.trumanlibrary.org/educ/docanal2.pdf</p> <p>Editorial Cartoon Analysis www.trumanlibrary.org/educ/cartoon.pdf</p> <p>Using Primary Sources http://memory.loc.gov/learn/features/docanalysis/index.html</p> <p>Primary Documents http://memory.loc.gov/ammem/index.html www.archives.gov/education/index.html</p> <p>Political Cartoons http://hti.osu.edu/opper/index.cfm</p> <p>Document Analysis Worksheets www.archives.gov/education/lessons/worksheets/</p>	<p>Refer to SS Standards appendix Literacy Elements: K: Use texts, photographs, and documents to observe and interpret social studies trends and relationships L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts O: Consider multiple perspectives of documents and stories P: Locate, gather, and process information from a variety of primary and secondary sources including maps. V: Use a variety of media to develop and organize integrated summaries of social studies information</p> <p>Write an opinion piece on the value of labor unions today. Then change opinion and write an opposite point of view piece.</p> <p>Examine charts/graphs of the stock market average, unemployment, and per capita income from 1990 to the present. Evaluate the correlation among the evidence on the charts.</p> <p>Create two bar graphs comparing the national deficit amount with the amount as percentage of GDP from 1990 to the present.</p>	<p>To demonstrate mastery of this indicator the student should: Summarize the key economic issues in the United States in the 1990s and the early 21st century. Explain the impact of economic policy of both the Federal Reserve and the Clinton administration on economic growth. Compare the economic and tax policies of the Clinton and Bush administrations. classify economic issues related to trade, technology or immigration and identify examples of economic changes that took place in the 1990s and early 21st century as opposed to other time periods in American history. Interpret primary sources such as political cartoons and economic graphs and maps</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>USHC-10.2 continued Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity.</p>	<p>Economic Recession 1990 www.referenceforbusiness.com/encyclopedi/a/Pro-Res/Recession.html scroll down to "The US Recession of 1990-91"</p> <p>National Debt http://www.kowaldesign.com/budget/</p> <p>Economy of the 1980s and 1990s http://odur.let.rug.nl/%7Eusa/ECO/1991/ch3_p14.htm</p> <p>The Economic and Budget Outlook 1999-2008 http:// books.google.com Search Title in Google Scholar</p> <p>Crime and economic disparity in Pre-Katrina New Orleans http://neworleans.indymedia.org/news/2005/12/6695.php</p> <p>Personal Finance http://www.personalfinancebudgeting.com/family_budget.php</p> <p>Teacher Resources: Locally adopted textbook</p> <p>DISCUS power search www.scdiscus.org click on History Resource Center: US</p> <p>ETV StreamlineSC www.scetv.org/education/StreamLineSC</p>		<p>related to economy and politics of the 1990s.</p> <p>EOCEP RELEASED ITEMS http://www.ed.sc.gov/agency/offices/assessment/programs/endofcourse/documents/EOCEPReleasedItemTeachers.pdf</p>

Multi-Indicator Resources

Multi-Media Analysis

www.trumanlibrary.org/educ/media.pdf

Analyzing Museum/Historic Site Exhibit

www.trumanlibrary.org/educ/docanal1.pdf

Analyzing Advertisements/Posters

www.trumanlibrary.org/educ/posters.pdf

War Poster Analysis

www.trumanlibrary.org/educ/warposters.pdf

United Nations

<http://www.un.org/>

Digital History

www.digitalhistory.uh.edu/resource_guides/

Graphic Organizers

www.eduplace.com/kids/hme/k_5/graphorg/index.html

www.freeology.com/graphicorgs/

Using Foldables

<http://ushistory.pwnet.org/links/foldables.php>

Glencoe Support

www.glencoe.com/sites/south_carolina/teacher/socialstudies/index.html

Rubrics

<http://rubistar.4teachers.org/index.php>

The National Security Archive

<http://www.gwu.edu/~nsarchiv/NSAEBB/>