

GRADE 5
United States Studies: 1865 to the Present

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

Enduring Understanding

Reconstruction was a period of great hope, incredible change, and efforts at rebuilding. To understand Reconstruction and race relations in the United States, the student will . . .

Indicator:

5-1.1 Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln’s assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In kindergarten, students described the actions of important figures that reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr (K-3.3). In first grade, students summarized the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt (1-3.3). In grade three, students summarized the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms (3-4.6).

In grade eight, students will analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen’s Bureau (8-5.1).

In United States History and the Constitution, students will summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era (USHC-3.3).

It is essential for students to know:

The aims of Reconstruction varied for different groups of Americans depending upon their goals: Abraham Lincoln’s aim was to preserve the Union and end the Civil War as quickly as possible. He promised an easy Reconstruction in order to persuade southern states to surrender. Lincoln promised that if ten percent of the people of a state would pledge their allegiance to the United States of America and ratify the thirteenth amendment, which abolished slavery, they could form a new state government, elect representatives to Congress, and fully participate in the Union again. Lincoln was assassinated soon after Robert E. Lee surrendered at Appomattox Courthouse. His assassination did not immediately change the course of Reconstruction. However, Reconstruction policy did change within a year. It is a common assumption that Lincoln’s easy Reconstruction policy would have continued if he had lived. However, Lincoln was determined to protect the rights of the freed slaves and his policy may have become stricter as southerners defied the intention of the thirteenth amendment.

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When Vice President Andrew Johnson became president, he continued Lincoln's basic policy. However, Johnson's aim was also to humiliate the southern elite. He required southerners who owned large amounts of property to ask for a presidential pardon. Johnson wanted the elite southerners to acknowledge his power, but he granted pardons easily. While Congress was not in session, Johnson allowed southern states to form new state governments.

Once they were defeated, the aim of many southerners was returning their lives to normal as soon as possible, but many did not want the society they knew to change politically, socially, or economically. They were willing to recognize the end of slavery, but were not willing to grant rights to the freedmen. Southern states passed laws known as Black Codes that replaced the slave codes and kept the freedmen in positions of social, political, and economic inferiority. Southerners used violence and threats to intimidate their former slaves. Southerners also elected former Confederates to Congress.

The aim of the United States Congress for Reconstruction was different from that of Southerners or the President. They wanted to ensure that the Civil War had not been fought in vain and that the freed slaves would indeed be free. They refused to allow the former Confederates elected as senators and representatives by the southern states to take their seats in Congress. They passed a bill extending the Freedman's Bureau so that it could continue to protect the rights of the freedman against the Black Codes. President Johnson vetoed the bill, but Congress overrode the veto. Congress also passed the fourteenth amendment, which recognized the citizenship of African Americans, and recognized the rights of all citizens to "due process of law" and "equal protection of the laws." Southern states refused to ratify the amendment. President Johnson campaigned against the fourteenth amendment in the Congressional elections of 1866. Because the violence against freedmen had been described in the Northern newspapers, voters elected Republicans to Congress who promised to protect the outcome of the war and the freedom of the freedmen. This Republican Congress then established a new Congressional Reconstruction policy calling for military occupation of the southern states. Southern states were required to write new constitutions that would recognize the fourteenth amendment and the rights of African American citizens. This Congressional Reconstruction policy has been called Radical Reconstruction. This was a term that was used by southern critics to discredit Congressional Reconstruction by labeling it radical or excessive.

The aim of southern African Americans for Reconstruction was different from that of Southern whites and often from that of the United States Congress. African Americans wanted to consolidate their families and communities; establish a network of churches and other autonomous institutions; stake a claim to equal citizenship, which included access to land and education; and carve out as much independence as possible in their working lives.

It is not essential for students to know:

Students do not need to remember the details of Lincoln's assassination for the purposes of accountability on this indicator. However, the fact that Lincoln was assassinated by John Wilkes Booth, whose intention was to avenge the South in Ford's theater and that Booth was later hunted down is considered part of the historical heritage of every American.

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Students do not need to know how many Southerners requested a special pardon from President Johnson or that Johnson harbored resentment against the planter elite because he was a poor white. Students do not need to remember the details of the Black Codes, however they should know that these laws restricted the freedom of freedmen much like slaves codes had before the end of slavery.

Students do not need to know that Congressional Reconstruction divided the South into five military districts each with a military governor.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and explain cause-and-effect relationships.
- Compare the political, economic and social effects of Reconstruction on different populations in the South and in other regions of the United States.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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United States Studies: 1865 to the Present

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

Enduring Understanding

Reconstruction was a period of great hope, incredible change, and efforts at rebuilding. To understand Reconstruction and race relations in the United States, the student will . . .

Indicator:

5-1.1 Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln’s assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In kindergarten, students described the actions of important figures that reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr (K-3.3). In first grade, students summarized the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt (1-3.3). In grade three, students summarized the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms (3-4.6).

In grade eight, students will analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen’s Bureau (8-5.1).

In United States History and the Constitution, students will summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era (USHC-3.3).

It is essential for students to know:

The aims of Reconstruction varied for different groups of Americans depending upon their goals: Abraham Lincoln’s aim was to preserve the Union and end the Civil War as quickly as possible. He promised an easy Reconstruction in order to persuade southern states to surrender. Lincoln promised that if ten percent of the people of a state would pledge their allegiance to the United States of America and ratify the thirteenth amendment, which abolished slavery, they could form a new state government, elect representatives to Congress, and fully participate in the Union again. Lincoln was assassinated soon after Robert E. Lee surrendered at Appomattox Courthouse. His assassination did not immediately change the course of Reconstruction. However, Reconstruction policy did change within a year. It is a common assumption that Lincoln’s easy Reconstruction policy would have continued if he had lived. However, Lincoln was determined to protect the rights of the freed slaves and his policy may have become stricter as southerners defied the intention of the thirteenth amendment.

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Once they were defeated, the aim of many southerners was returning their lives to normal as soon as possible, but many did not want the society they knew to change politically, socially, or economically. They were willing to recognize the end of slavery, but were not willing to grant rights to the freedmen. Southern states passed laws known as Black Codes that replaced the slave codes and kept the freedmen in positions of social, political, and economic inferiority. Southerners used violence and threats to intimidate their former slaves. Southerners also elected former Confederates to Congress.

The aim of the United States Congress for Reconstruction was different from that of Southerners or the President. They wanted to ensure that the Civil War had not been fought in vain and that the freed slaves would indeed be free. They refused to allow the former Confederates elected as senators and representatives by the southern states to take their seats in Congress. They passed a bill extending the Freedman's Bureau so that it could continue to protect the rights of the freedman against the Black Codes. President Johnson vetoed the bill, but Congress overrode the veto. Congress also passed the fourteenth amendment, which recognized the citizenship of African Americans, and recognized the rights of all citizens to "due process of law" and "equal protection of the laws." Southern states refused to ratify the amendment. President Johnson campaigned against the fourteenth amendment in the Congressional elections of 1866. Because the violence against freedmen had been described in the Northern newspapers, voters elected Republicans to Congress who promised to protect the outcome of the war and the freedom of the freedmen. This Republican Congress then established a new Congressional Reconstruction policy calling for military occupation of the southern states. Southern states were required to write new constitutions that would recognize the fourteenth amendment and the rights of African American citizens. This Congressional Reconstruction policy has been called Radical Reconstruction. This was a term that was used by southern critics to discredit Congressional Reconstruction by labeling it radical or excessive.

The aim of southern African Americans for Reconstruction was different from that of Southern whites and often from that of the United States Congress. African Americans wanted to consolidate their families and communities; establish a network of churches and other autonomous institutions; stake a claim to equal citizenship, which included access to land and education; and carve out as much independence as possible in their working lives.

It is not essential for students to know:

Students do not need to remember the details of Lincoln's assassination for the purposes of accountability on this indicator. However, the fact that Lincoln was assassinated by John Wilkes Booth, whose intention was to avenge the South in Ford's theater and that Booth was later hunted down is considered part of the historical heritage of every American.

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Students do not need to know how many Southerners requested a special pardon from President Johnson or that Johnson harbored resentment against the planter elite because he was a poor white. Students do not need to remember the details of the Black Codes, however they should know that these laws restricted the freedom of freedmen much like slaves codes had before the end of slavery.

Students do not need to know that Congressional Reconstruction divided the South into five military districts each with a military governor.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and explain cause-and-effect relationships.
- Compare the political, economic and social effects of Reconstruction on different populations in the South and in other regions of the United States.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

Enduring Understanding:

Reconstruction was a period of great hope, incredible change, and efforts at rebuilding. To understand Reconstruction and the race relations in the United States, the student will . . .

5-1.2 Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen’s Bureau; and the move from a plantation system to sharecropping.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In third grade, students summarized the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes (3-4.6). In fourth grade, students explained how specific legislation and events affected the institution of slavery in the territories, including the *Dred Scott* decision (4-5.5).

In eighth grade, students will analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen’s Bureau (8.5.1). Students will describe the economic impact of Reconstruction on South Carolinians in each of the various social classes (8-5.2).

In United States History and the Constitution, students will analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans (USHC-3.3).

It is essential for students to know:

Three Reconstruction amendments were designed to end slavery and protect the rights of the newly freed slaves. The thirteenth amendment freed the slaves everywhere in the United States. It is a common misconception that the Emancipation Proclamation freed the slaves. The only slaves freed by President Lincoln’s proclamation were slaves that were in territories still controlled by the Confederacy. The Confederate government did not recognize the right of the President of the United States to free its slaves. The Union Army freed the slaves in the territories that it conquered. However, there were still slaves in the border states that had not left the Union and in parts of the South that the Union Army did not control. This amendment recognized the rights of all Americans to “life liberty and the pursuit of happiness” as promised in the Declaration of Independence. Consequently, during Reconstruction, the rights of African Americans were protected by the federal government.

The fourteenth amendment overturned the *Dred Scott* decision and recognized the citizenship of African Americans. The amendment also recognized the rights of all citizens to “due process of law” and “equal protection of the laws.” The amendment affected African Americans in all parts of the United States, not just in the South. Southern states refused to ratify the amendment and so Congressional Reconstruction was imposed. The fourteenth amendment also included provisions

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for lessening the political power of states that did not recognize the rights of citizens to vote. However, this was not effective and led to the passage of the fifteenth amendment.

The fifteenth amendment declared that a male citizen's right to vote could not be infringed upon based on "race, creed or previous condition of servitude." The amendment affected African Americans in all parts of the United States, not just in the South. Southern states were required to write new constitutions that allowed African Americans to vote. Southern critics claimed that the only reason Congress passed this amendment was to protect the power of the Republican Party. Certainly this motive played a part in the passage of the fifteenth amendment, however, as a result of the amendment; African Americans were able to vote and hold political office and were elected to state legislatures and congressional delegations during the Reconstruction period.

Although the thirteenth, fourteenth, and fifteenth amendments were designed to protect the rights of African Americans, they were only effective so long as the Republicans had control of state governments or federal troops were able to protect African American's social and political rights. No provisions were passed to ensure that African Americans would be able to own land and most Southerners refused to sell land to African Americans, even if the former slaves had the money to purchase it. Consequently the economic rights and independence of freedmen were limited, even during Reconstruction. Once Reconstruction ended, there were no protections in place for the rights of African Americans. Although African Americans had constitutional rights as a result of the thirteenth, fourteenth and fifteenth amendments, these were often violated by groups such as the Ku Klux Klan.

The initial reaction of freedmen to emancipation ranged from exhilaration to hesitancy to fear. Most celebrated the day of Jubilee. The aim of African Americans during Reconstruction was to reunite with their families and enjoy the freedom that had been denied to them for so long under slavery. Many left their plantations, but most soon returned to the land that they knew. It is a common misconception that many freedmen immediately migrated to the North and the West. African Americans did not migrate in large numbers from the South until the late nineteenth and early twentieth centuries. Instead, they married and established strong communities in the South. African Americans formed their own churches where they could worship freely. Many African Americans sought an education in the freedom schools that had been established. Some established businesses. They voted and held elective offices during Reconstruction.

African Americans also tried to acquire land, however, for the most part, this was unsuccessful. General Sherman advocated distribution of 'forty acres and a mule' to African American war refugees and some land was distributed during and shortly after the Civil War. The federal government returned most land that had been confiscated from Confederates and given to freedmen to white landowners because the government respected the rights of whites to their landed property. Most freedmen had no money to purchase land and little opportunity to work for wages since there was little currency available in the South. Consequently, freedmen entered into agreements with white landowners to trade their labor for land in an arrangement known as sharecropping. In exchange for the right to work the land that belonged to whites, African Americans and poor landless whites would be given a share of the crop they grew. Although African Americans suffered from violence and intimidation, they carved out as much independence as possible in their own lives.

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The Bureau of Freedmen, Refugees and Abandoned Lands, or Freedman’s Bureau for short, was established by Congress prior to the end of the Civil War. Although the Bureau was never effectively staffed or funded, it was the first line of assistance to all people in the South in need, especially the destitute freedmen. The Freedman’s Bureau provided food, clothing, medical care, education, and some protection from the hostile environment in the South. The Bureau helped many freedmen find jobs and provide some protection in their labor contracts. However, African Americans were not able to achieve economic independence because the great majority of African Americans did not receive their own land to farm. Instead the Freedman’s Bureau helped African Americans establish the sharecropping relationship with the worker-less plantation owners. The most important contribution of the Freedman’s Bureau, was the establishment of over one thousand schools throughout the South.

It is not essential for students to know:

Although students do not need to know the specific dates of the ratification of these amendments, they should understand the circumstances of their ratification (5-1.1) and the order in which they were ratified. Students do not need to know the names of any African American officeholders elected as a result of the fifteenth amendment. Students do not need to know the entire process of amending the constitution, only that two-thirds of the states must ratify amendments in order for them to become law.

Students do not need to understand that the Freedman’s Bureau was also charged with distributing to freedmen those lands that had been abandoned during the war or that had been confiscated as punishment for disloyalty to the Union. However, the Bureau was forced to take these lands back when President Johnson pardoned the white owners and returned their property to them. Congress would not pass legislation granting lands to freedmen because they respected the constitutional rights of southern whites to their landed property. The promise of “forty acres and a mule” was originally made by General Sherman in Field Order #15 as a way of dealing with the masses of refugees that followed his army, but, because of property rights, it could not constitutionally be enacted.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Compare the political, economic and social effects of Reconstruction on different populations in the South and in other regions of the United States.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

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Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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United States Studies: 1865 to the Present

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

Enduring Understanding:

Reconstruction was a period of great hope, incredible change, and efforts at rebuilding. To understand Reconstruction and race relations in the United States, the student will . . .

5-1.3 Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In third grade, students summarized the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms (3-4.6). Students also summarized the social and economic impact of developments in agriculture, industry and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad (3-5.1). In fourth grade, students explained how the social, economic, and political effects of the Civil War on the United States (4-6.5).

In eighthgrade, students will summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection (8-5.3).

In United States History and the Constitution, students will summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era (USHC-3.4).

It is essential for students to know:

During the Reconstruction period several discriminatory groups developed in order to intimidate the freedmen. The most infamous of these was the Ku Klux Klan (KKK). Originally the KKK was a social organization of ex-Confederate soldiers, but it soon grew into a terrorist group. The goal of the KKK was to use violence, intimidation, and voter fraud to keep African Americans from exercising their rights under the thirteenth, fourteenth, and fifteenth amendments so that whites could regain control of state governments. Public lynchings became common methods of intimidating African Americans who did not ‘know their place.’ Although the federal government made some feeble attempts to control the KKK and other groups who practiced racial discrimination and intimidation, by 1876 these groups had achieved their purpose. The election of 1876 was so riddled with fraud that the electoral votes in three states were called into question. The election was decided by the House of Representatives. Democrats agreed to support the election of the Republican candidate in exchange for the removal of all federal troops from the South. This Compromise of 1877 resulted in the end of Reconstruction and African Americans were abandoned by the federal government. Democrats won control of the southern

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state governments. The constitutional rights gained by the “Civil War” amendments (13-15) were regularly violated by terrorist groups like the KKK (Klan) which included working class whites as well as businessmen, lawyers, judges, and politicians. Although African Americans protested their rapidly deepening exclusion from public life; violence, intimidation, and lynchings by terrorist groups effectively silenced most protests. Southern governments began passing laws to limit the rights of African Americans guaranteed by the fifteenth amendment.

It is not essential for students to know:

Students do not need to know details about the origins of the Klan and other groups such as the Knights of the White Camellia, or details about their methods of intimidation. Although students do not need to memorize a definition of terrorism, they should understand that terrorism is a term used to describe violence or other harmful acts committed or threatened against citizens by groups of persons for political or ideological goals. Students do not need to know facts about the election of 1876 including the names of the Republican candidate Rutherford B. Hayes, who was ultimately granted the presidency, or about his opponent, Democrat Samuel J. Tilden.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify multiple points of view or biases and ask questions that clarify those opinions.
- Compare the political, economic and social effects of Reconstruction on different populations in the South and in other regions of the United States.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

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or any verb from the **Remember** cognitive process dimension.

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United States Studies: 1865 to the Present

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

Enduring Understanding:

Reconstruction was a period of great hope, incredible change, and efforts at rebuilding. To understand Reconstruction and race relations in the United States, the student will . . .

5-1.4 Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In third grade, students summarized the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms (3-4.6). Students also summarized the social and economic impact of developments in agriculture, industry and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad (3-5.1).

In eighth grade, students will analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen's Bureau (8-5.1).

In United States History and the Constitution, students will summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era (USHC-3.4).

It is essential for students to know:

The end of slavery, not Reconstruction policy, changed society in the South. The southern elite wanted to quickly reestablish the commercial viability of cotton production and thus retain their social position and regain political domination. As a result of losing their enslaved work force and a lack of cash to hire free workers, Southern planters were forced to find another way to work their land. They entered into sharecropping relationships with freedmen. Because state taxes were raised in order to provide for schools and other public services, some land owners, who were unable to pay the taxes, lost their land. However, the impact of these taxes was exaggerated by those Southerners who opposed the Reconstruction governments. Most landowners continued to own their land and be the social elite of the South. They had economic control over the sharecroppers and they regained political control as a result of the end of Reconstruction.

African Americans defined freedom differently than did most Northerners and Southerners. To them freedom meant literally that they could leave the plantation and do whatever they wanted to do. Most sought every opportunity to reestablish family connections and provide the basic

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necessities of life for these families. Most Northerners and Southerners were interested in reestablishing a labor system that ensured high productivity at little cost to the investor. Consequently, freedmen were often denied the opportunity to own land. However, since African Americans preferred not to be under the direct control of the landowners, they were willing to enter into sharecropping agreements. They moved away from the Big House to the plot of land they worked. They refused to work in work gangs or have their wives and children work the fields from sun up to sun down as they had been forced to do under slavery. They gained some measure of social independence although they remained economically dependent on the land owners for land and credit. Many sought the opportunity to attend school and to worship as they pleased. They voted and elected African Americans and white Republicans who supported their interests to political offices.

For poor whites, the Reconstruction period allowed some to have a political voice for the first time. Because they cooperated with the Republican government in the South, they were called ‘scalawags’ by the Southern elite and remained in a position of social inferiority. Some poor whites entered into sharecropping or tenant farming relationships with landowners. Like African-American sharecroppers, they were economically dependent on the land owner for land and credit. These poor farmers needed cash advances on crops in order to feed their families while they waited for the harvest. Often the harvest did not cover the debt or the farmer needed to borrow again the next year in order to sustain his family. This kept the sharecropper in a condition of constant debt and poverty and restricted his ability to improve his economic situation by either moving or changing crops.

Some Northerners moved to the South during Reconstruction. Southerners accused these Northerners of taking advantage of the South, devastated by the war, and called them “carpetbaggers.” This derisive name suggested that they were opportunists who had packed all of their belongings in a carpetbag and come south to line their own pockets. However, the historical record shows that most of the Northern migrants came as missionaries and entrepreneurs to help educate the freedmen and rebuild the economy of the South.

The movement from farms to factories did not occur during Reconstruction, but rather during the last two decades of the nineteenth century, after Reconstruction had ended. Entrepreneurs began to build textile factories in the Upcountry and later in the Midlands and Lowcountry. As prices for cotton fell due to worldwide overproduction and decreased demand, the profitability of farming decreased significantly. Cotton depleted the soil and the boll weevil devastated cotton crops and forced more farmers from the land. Textile factories attracted white workers from the farms. However, most jobs at the mills were denied to African American workers.

It is not essential for students to know:

Students do not need to know about the origin of the term Jim Crow, which comes from the name used by an antebellum minstrel performer. They do not need to know the circumstances of the *Plessy* case. Students do not need to know that segregation by law is referred to as *de jure* segregation and that segregation by practice is referred to as *de facto* segregation.

Students do not need to know the names of any specific northern migrants (carpetbaggers) or Southern Republicans (scalawags). Students do not need to know how the end of slavery and the

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development of the sharecropping arrangement impacted the production of cotton. Students do not need to know the name of the system of debt, the crop lien system, or that the farmers were required by the creditor to continue to plant the cash crop cotton, which contributed to overproduction, the fall in price and soil depletion.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain his or her relationship to others in American society and culture.
- Compare the political, economic and social effects of Reconstruction on different populations in the South and in other regions of the United States.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

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United States Studies: 1865 to the Present

Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

Enduring Understanding:

People moved West seeking economic opportunities. To understand the challenges faced by migrants and immigrants as they moved West and the impact of this movement on the native peoples of the region, the student will . . .

5-2.1 Analyze the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In kindergarten, students recognized the natural features of their environment, including mountains and bodies of water (K-1.4). In first grade, students compared the ways that people use land and natural resources in different settings across the world (1-1.4). In third grade, students explained how the interaction between the people and the physical landscape of South Carolina effects population distributions, patterns of migration, access to natural resources, and economic development (3-1.3). In fourth grade, students summarized the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike and compared the geographic features of areas explored (4-5.1, 4-5.3).

In United States History and the Constitution, students will explain the impact and challenges of westward movement, including the construction of the transcontinental railroads, the displacement of Native Americans, and the impact on their culture (USHC-4.1).

It is essential for students to know:

Mountain ranges, rivers, and deserts formed obstacles to westward migration. Pioneers traveled to embarkation points such as St. Louis, which came to be called the “Gateway to the West.” From there they traveled by covered wagon across trails that had originally been created by Native Americans. Explorers and mountain men followed the Native American trails and wrote guidebooks that helped to show the way to those missionaries and then pioneers who came afterwards. The trails became increasingly marked as more and more migrants traveled along these paths. After the Civil War, the transcontinental railroad provided a way for those who had the means to travel to the West.

Migrants first traveled to and settled the west coast, rather than the Great Plains they first traversed. Underestimated and misunderstood, the Great Plains were called the “Great American Desert,” and the agricultural potential of this dry, flat land was not realized at first. With the advent of technology such as the steel plow, the windmill, and the mechanical reaper, the potential of the “American Breadbasket” would be unleashed. The steel plow was needed to till the hard packed earth; the windmill would bring scarce water to the surface; seeds such as Russian wheat would grow in the challenging climate; and mechanical reapers would make the harvest possible.

Travelers to the West had to traverse not only the plains, but also major rivers and the Rocky Mountains. The major rivers systems of the West that had to be forded were the Mississippi, the

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United States Studies: 1865 to the Present

Columbia, the Colorado, and the Snake Rivers. Trails through the mountains followed passes that were often impassable during spring rains and winter snows. This made it imperative that travelers leave St. Louis in time to avoid these circumstances. Mishaps along the way that delayed the rate of travel could mean disaster. Students should be able to use a map to interpret travel to the West. Students should be able to locate the Rocky Mountains on a map.

The climate of the West was also a challenge to both travelers and settlers. Hot, dry summers brought drought, dust storms, and swarms of insects. Winters brought snow and the resulting spring floods. Storms were often accompanied by tornadoes. Unpredictable weather such as early snows or late-spring hailstorms could ruin crops and imperil livelihoods.

The West was an area with economic possibilities. People could use the land for its resources and move on (fur trade, mining) or settle permanently and use the resources (ranching, farming). The slow evolution of land policies such as the Homestead Act-1861 allowed “squatters” to claim land and keep it. The building of transcontinental railroads and the government’s generous land grants to the railroads encouraged their growth and also served to bring settlers to the region. As the region became more and more populated, the way of life of the Native American inhabitants was greatly affected.

It is not essential for students to know:

It is not essential that students be able to name the trails that crossed the West or to identify the most popular crossing points of the rivers.

Social Studies Literacy Skills for the Twenty-First Century:

- Create maps, mental maps, and geographic models to represent spatial relationships.
- Illustrate the fact that some choices provide greater benefits than others.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

Enduring Understanding:

People moved West seeking economic opportunities. To understand the challenges faced by migrants and immigrants as they moved West and the impact of this movement on the native peoples of the region, the student will . . .

5-2.2 Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In kindergarten, students recognized the natural features of the environment, including mountains and bodies of water, through pictures, literature, and models (K-1.4). In first grade, students compared the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment (1-1.4). In third grade, students explained the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development (3-1.3). In fourth grade, students summarized the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike and compared the geographic features of areas explored (4-5.1). Students also summarized the events that led to key territorial acquisitions—including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession—as well as the motives for these acquisitions and the location and geographic features of the lands acquired (4-5.3).

In United States History and the Constitution, students will 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 (USHC-4.1).

It is essential for students to know:

The environment of the West was influenced by the men and women who settled the region. Land was plowed and irrigation created to make the plains the breadbasket of the country. When the railroads crossed the plains, they affected herds of bison that had freely wandered there. The iron rails of the railroad track were trampled and mangled by the great herds. Railroad owners hired riflemen to shoot the offending beasts. Soon the bison herds were decimated and the way of life of the Native Americans who depended on the buffalo was significantly impacted. As more and more migrants settled the West, they infringed on the land that had been the domain of many Native American tribes. Native Americans resisted this encroachment but a series of Indian wars occurred after the Civil War that ended with the remainder of the western Native Americans being forced onto reservations. By the end of the nineteenth century, the United

GRADE 5
United States Studies: 1865 to the Present

States government tried to make the Native Americans into farmers. The reservations were divided into parcels for individual Native American families. However, Native Americans did not want to give up their traditional way of life and their reservation land was not, in most cases, well suited for farming that they, in turn, were not trained to utilize.

The transcontinental railroad impacted the development of the West by providing a means of travel, attracting new immigrant settlers, and providing a means for transporting the agricultural products grown in the West to market. Many settlers traveled by rail in order to settle in the West. Despite the inexpensiveness of railroad travel, some settlers from the East, such as poor farmers and immigrants, could not afford to travel by rail and continued to travel by covered wagon. The railroad also attracted new immigrants to the United States. As a result of the government's support for the building of the railroads, the railroad companies owned thousands of acres of land along their routes. In order to fund the laying of the track, the railroad sold much of this land to settlers. They even advertised this land in Europe and this helped attract new immigrants. Towns developed along the routes. The settlers who bought land in the West from the railroad or who received free land from the government hoped to make a profit from farming. The railroad fostered trade and economic growth by providing western farmers with a means of getting their crops to market. Cash crops, such as corn and wheat, became profitable as did the raising of cattle and hogs. The railroad transported these agricultural products to processing centers and helped major industries such as flour milling and meat processing develop in cities like Chicago. As tracks crossed the plains and tunnels were dug through the mountains, railroads had an impact on the natural environment [5-6.2]. The coal burning engines required more and more fuel and this led to an increase in mining, which impacted the environment. Because railroads brought goods to market, they fostered the development of industry which, in turn, impacted the environment. Smoke from the factories and wastes from the processing plants polluted the air and the water.

It is not essential for students to know:

It is not essential for students to know the names of the Native American tribes or the leaders of the Native American resistance such as Geronimo and Chief Joseph. They do not need to know the names of the famous buffalo hunters such as Buffalo Bill Cody or of the railroad lines that crossed the plains.

Social Studies Literacy Skills for the Twenty-First Century:

- Create maps, mental maps, and geographic models to represent spatial relationships.
- Illustrate the fact that some choices provide greater benefits than others.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

GRADE 5
United States Studies: 1865 to the Present

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

Enduring Understanding:

People moved West seeking economic opportunities. To understand the challenges faced by migrants and immigrants as they moved West and the impact of this movement on the native peoples of the region, the student will . . .

5-2.3 Identify examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants.

Taxonomy Level: Remember/ Factual Knowledge – 2/B

Previous/future knowledge:

This is the first and only time that students will specifically focus on cooperation and the conflict among groups in the West.

In the fourth grade, students explained how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade (4-2.4).

In United States History and the Constitution, students will 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 (USHC-4.1).

It is essential for students to know:

Although the journey West often required groups of people to help one another, settlement also brought conflict among groups that competed for access to the natural resources of the region. The discovery of gold and silver brought men westward seeking their fortunes. Prospectors competed with one another to find precious minerals and often created a lawless society. Mining companies that had the equipment to dig deeper into the terrain competed with solitary proprietors for claims to the richest sites. Boom towns grew quickly to serve the needs of the miners and just as quickly turned to ghost towns once the ore vein had been depleted.

Ranchers and cowboys cooperated to develop the cattle industry. Cowboys drove the herds, owned by the ranchers, across the open plains to the nearest railroad depot and shipped them to processing plants farther east. They competed with rustlers and often came in conflict with the townspeople they encountered along the way. After the Civil War, farmers settled and fenced large parts of the plains interfering with the long drive across open ranges upon which cowboys drove the herds after spring roundup. The cowboys, who did not want to be fenced in, and the farmers, who built the fences with the newly invented and highly effective barbed wire, fought over how the western lands should be used and who should use them. The era of the cattle drive did not survive the establishment of farms on the plains.

Many Mexican Americans were also driven from their land. The southwestern part of the United States and the California coast had both belonged to Spain and then Mexico until the Mexican

GRADE 5
United States Studies: 1865 to the Present

War in the 1840s. The Mexicans who lived in those regions owned property. After the war, Mexicans, who were living in land ceded by treaty to the United States, were discriminated against. As a result, many lost title to their lands.

Due to discrimination in the South, many African Americans were eager to move west. After the Civil War many African Americans moved west in hopes of owning their own land. One group of African Americans that were encouraged to move was the Exodusters. The Exodusters primarily settled in Nicodemus, Kansas.

Some European immigrants moved to the West to start new lives. Many European immigrants however, were too poor to move to the West and stayed in the industrial cities of the East and Midwest. Many settled in regions with others from their home countries. They were resented by those who had been born in the United States (nativism). However, European Americans formed communities that engaged in cooperative activities, such as barn raisings, and helped each other to be successful in this new land.

Asian immigrants came to the United States to search for gold, and later, in large numbers, to build the transcontinental railroads. While European immigrants, such as the Irish, built from the east to west, Chinese workers laid rails from west to east. They were often paid less than white workers and suffered from discrimination at work sites because of their unique culture. Their presence was tolerated so long as there was a railroad to build. Once the major projects were completed, the Chinese attempted to compete with white men in mining and services, such as laundries, for the miners in the boom towns. This competition for scarce resources and jobs led to increasing prejudices against the Chinese. Soon, the United States government passed a law excluding the Chinese from entrance as immigrants to the United States.

It is not essential for students to know:

It is not essential for students to know the name of the Chinese Exclusion Act of 1882. Students do not need to know the names of the cattle trails along which herds were driven to market. They do not need to know about specific Native American tribes or reservations. They do not need to know the names of the massacres of Native Americans or battles fought between the United States Army and the Native Americans. Students do not need to know the names of any specific Mexican families that were displaced as a result of discrimination.

Social Studies Literacy Skills for the Twenty-First Century:

- Create maps, mental maps, and geographic models to represent spatial relationships.
- Illustrate the fact that some choices provide greater benefits than others.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments could require students to be able to:

Remember

Recognizing

Recalling

GRADE 5
United States Studies: 1865 to the Present

Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

Enduring Understanding:

People moved West seeking economic opportunities. To understand the challenges faced by migrants and immigrants as they moved West and the impact of this movement on the native peoples of the region, the student will . . .

5-2.4 Explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in federal policy.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In fourth grade, students explained how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts and trade (4-2.4). They also explained how territorial expansion, related land policies and specific legislation affected Native Americans (4-5.4).

In United States History and the Constitution, students will understand the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of the Native American peoples (USHC-4.1).

It is essential for students to know:

At first, many Native Americans welcomed and cooperated with explorers of the West. However, federal policy changed in the post-Civil War period as a result of the transcontinental railroad, the discovery of rich mineral deposits on some reservations, and continued movement west of white settlers. The destruction of the buffalo by sharpshooters, hired by the railroad companies, undermined the culture of the Plains Indians. In the second half of the 1800's, farmers and miners claimed the lands that the Native Americans believed to be theirs. Pushed onto smaller and smaller reservations, some tribes went to war against the settlers and the soldiers who supported them. The Indian Wars were marked by massacres by white soldiers of Native American women and children such as the Sand Creek Massacre [1864]. After silver was discovered in the Black Hills, the Native Americans who lived there were driven out.

Although treaties between the United States government and Native American tribes granted the Native Americans reservations in their tribal lands and recognized tribal land ownership, these treaties were often not honored by the government. When gold was found in the Black Hills on a reservation, the Native Americans [Lakota Sioux under the leadership of Sitting Bull] were forced off the land against their will. The Battle of Little Bighorn, or “Custer’s Last Stand,” [1876] between the Native Americans and the United States army created public support for a much larger military force that crushed Native American resistance in the area. A Native American tribe in Oregon [Nez Perce led by Chief Joseph, 1877] fled to Canada rather than be moved off of their traditional lands to Idaho in order to make way for white settlers. However, they were surrounded by the United States Army. When they were promised to be allowed to

GRADE 5
United States Studies: 1865 to the Present

return to Oregon, they surrendered. This promise was not kept and the tribe was taken to a reservation in Oklahoma. Plains Indians of the southwest also attempted to resist [Apaches led by Geronimo] but their leader was eventually captured and returned to a reservation. Soon resistance by other Native American tribes was also broken. Some Native Americans escaped the reservation and attempted to restore their old way of life but they were surrounded by the army at Wounded Knee, South Dakota [1890]. United States soldiers massacred approximately three hundred men, women, and children as they attempted to give up their weapons. Native American resistance to the reservation policy was over.

Life on the reservation was not easy. Native Americans were forced from their tribal homelands to much less desirable lands to which their culture was not adapted. Plains Indians, whose culture centered on hunting the buffalo, could no longer provide enough food for their families. Although the United States government had promised to supply the Native Americans with food, the corruption of the Bureau of Indian Affairs meant that many Native Americans did not get enough supplies. Poverty, starvation, and despondency were prevalent on the reservations. Reformers of the late nineteenth century were concerned about the plight of the Native Americans and the unfairness of the many treaties broken by the United States government. These reformers believed that if Native Americans would give up their tribal traditions and adopt the ways of the white man they would prosper. A new federal policy took the tribal lands of the reservation and divided it up into farms for individual Native American families [Dawes Severalty Act, 1887]. However, Native Americans had different ideas of land ownership than whites. They believed that the land belonged to the group, not individuals. This policy violated those beliefs and the traditions of hunting that had sustained Native American culture for centuries. Many of the farms belonging to Native Americans failed as did many farms in the late 19th century that belonged to whites and the Native Americans lost their land. In addition, reformers believed that Native American children should learn the ways of the white man. Children were taken away from their families and sent to boarding schools faraway for example, The Carlisle School in Pennsylvania, where they were taught to behave like white children, had their hair cut and learned to speak English. The traditions and values of the Native American culture were not honored in the late nineteenth and first half of the twentieth centuries. Today, as a result of a civil rights movement among Native Americans in the 1960s, their culture is being preserved and their rights honored. Life on many reservations is still difficult and many Native Americans live in poverty.

It is not essential for students to know:

Students do not need to know the names of tribes or their leaders or the location of the many Indian reservations throughout the West. They do not need to know that the most influential reformer who advocated for better treatment of the Native Americans was Helen Hunt Jackson or that she wrote a book called *Century of Dishonor* which documented the many treaties that were broken by the American government. Students do not need to know about the Ghost Dance, a ritual that some Native Americans believed would bring back the buffalo and the life that they had known before the white man. They do not need to know the details of the Sand Creek Massacre, the Battle of Little Bighorn, or the Massacre at Wounded Knee.

GRADE 5
United States Studies: 1865 to the Present

Social Studies Literacy Skills for the Twenty-First Century:

- Create maps, mental maps, and geographic models to represent spatial relationships.
- Illustrate the fact that some choices provide greater benefits than others.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5

United States Studies: 1865 to the Present

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

Enduring Understanding:

The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power, the student will . . .

Indicator:

5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.

Taxonomy Level: Understand/ Conceptual Knowledge - 2/B

Previous/future knowledge:

In second grade, students identified examples of markets and price in the local community and explained the roles of buyers and sellers in creating markets and pricing (2-3.4). In third grade, students summarized the institution of slavery prior to the Civil War, including the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery (3-4.2). Students compared the industrial North and the agricultural South prior to the Civil War in fourth grade (4-6.1).

In seventh grade, students will explain how the Industrial Revolution caused economic, cultural, and political changes around the world (7-3.4). In eighth grade, students will compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of textile industries and immigration (8-5.5).

In United States History and the Constitution, students will analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power (USHC-4.2). The student will also understand the increasing availability of consumer goods and the rising standard of living (USHC- 4.3).

It is essential for students to know:

The post-Civil War Industrial Revolution was the continuation of changes in the United States economy that started prior to the war. The fundamental change was from an economy based on agriculture and trade to one based on the production of manufactured goods. The manufacture of goods required raw materials, workers, capital equipment, and new ideas (technology) about how to use these factors to create goods. Economists refer to land, labor, capital, and technology as the factors of production. It is important for students to understand that the term technology refers to new ideas about how to do something as well as the equipment needed to do it.

Government policies that encouraged westward movement such as the funding of the transcontinental railroad and the availability of free land to homesteaders encouraged the use of the abundant natural resources of the West. The transportation system provided by the

GRADE 5

United States Studies: 1865 to the Present

transcontinental railroad shipped raw materials to cities where manufacturers changed the raw materials into consumer products and then shipped those products to people throughout the country and world. Grains shipped from farms on the Great Plains to giant mills became cereal for American breakfast tables. Hogs and cattle shipped to meat processing plants were served for dinner throughout the country. Iron ore was shipped to processing plants where it was converted to steel for the building of more railroads or the creation of steel girders for skyscrapers and bridges.

New methods of mass production were used to turn raw materials into consumer products. Andrew Carnegie brought the Bessemer process, which converted iron into steel, to the United States. His company, Carnegie Steel, built huge steel foundries and created a monopoly on the production of steel. Meat packers developed a ‘dis-assembly’ line where the hogs and cattle were killed and then cut into steaks and chops and the leftovers were stuffed into sausages. One meat packer boasted that his plant could use every part of the pig but its squeal. Although manufacturers in the late nineteenth century produced goods on a large scale and used the system of interchangeable parts first introduced in the late 1700s by Eli Whitney, the assembly line was not introduced until the early twentieth century. Henry Ford first used the assembly line for the production of automobiles in 1913.

Inventions also helped to promote industrial growth in the late nineteenth century. The telegraph was invented in the pre-Civil War period by Samuel Morse in order to help the railroads communicate, stay on schedule, and prevent accidents. It was soon used to place orders for goods by means of the Morse code and to ensure that both raw materials and finished products were delivered to the right place at the right time. The telegraph promoted economic growth and the industrial revolution. The telephone was invented by Alexander Graham Bell in 1876 and improved communication previously accomplished by the telegraph. Businesses could communicate by telephone more quickly and easily. Soon homes of wealthy people had telephones and eventually almost every home had a telephone. The telephone was easier to use because it did not require people to learn a new system of communication required by the Morse code.

The light bulb was not invented by Thomas Edison; however, he significantly improved it and made it practical for use. Edison invented the incandescent light bulb in 1879. It promoted economic growth because it made it possible to light factories as well as homes more safely than kerosene lamps. The light bulb made the use of electricity popular and therefore electric generators [1881] were built and electric lines were strung in cities and towns. Electricity, in turn, provided a new way of powering the manufacturing plants that had been relying on water power from rivers or steam power produced by burning coal. The light bulb contributed to the economic growth of the United States by encouraging the development of factories that could be located wherever electric lines could be strung. Electricity also contributed to the growth of transportation. Electric powered streetcars made it possible for people to move to the outskirts of the cities to live and commute to work by streetcar. The availability of electricity also led to the invention of many labor saving devices for the home that were run by electricity, such as the washing machine and the vacuum cleaner. These inventions made life easier for families who could afford to buy them. The invention of the telephone provided new jobs for telephone

GRADE 5
United States Studies: 1865 to the Present

operators, a job most often performed by women. The invention of the sewing machine and the typewriter also provided women with new job opportunities in clothing factories and offices.

The Wright Brothers, Orville and Wilbur, started the aircraft industry with their experiments in manned flight. They experimented with a flying machine for several years before their motorized airplane flew for twelve seconds at Kitty Hawk, North Carolina in 1903.

It is not essential for students to know:

Students do not need to know about other inventions not specifically listed in this indicator. They do not need to know that Edwin Drake's invention of the oil drill helped to create a new industry or that oil was first used for lighting kerosene lamps. Students do not need to know that the development of the oil industry by John D. Rockefeller also led to the creation of a monopoly.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain the opportunity cost involved in the allocation of scarce productive resources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

Enduring Understanding:

The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power, the student will . . .

Indicator:

5-3.2 Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in *Plessy v. Ferguson*.

Taxonomy Level: Understand/ Conceptual Knowledge - 2/B

Previous/future knowledge:

In third grade, students summarized the social and economic impact of the developments in the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad (3-5.1).

In eighth grade, students will summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence (8-5.4).

In United States History and the Constitution, students will explain the causes and effects of urbanization in late nineteenth – century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC-4.5).

It is essential for students to know:

Discriminatory laws known as Jim Crow laws were passed by all southern state governments. Like the slave codes of the antebellum period and the Black Codes of the early Reconstruction period, these laws were designed to keep the African American majority under control. Their aim was to maintain white supremacy by keeping the races socially separated and the African American in a position of social inferiority. Segregation had grown in the South since the removal of federal troops at the end of Reconstruction in 1877. Jim Crow laws called for separate facilities for African Americans in schools, neighborhoods, theaters, on trains and everywhere else mandatory. Not just segregation, but systematic disenfranchisement with tools such as the poll tax, literacy tests, and the grandfather clause. Poll taxes and voting were still seen to be a prerogative of the states based on a Supreme Court ruling in 1876, so states utilized this technique beginning in 1889 with a series of state conventions that ended in 1910 with Oklahoma that rewrote state constitutions with measures that systematically excluded African Americans from politics. These wrongs were eventually corrected by the Twenty-fourth Amendment and the Civil Rights Act of 1964.

GRADE 5
United States Studies: 1865 to the Present

Although these laws violated the equal protection clause of the fourteenth amendment, the Supreme Court ruled in the case of *Plessy v. Ferguson* [1896] that separate facilities were legal so long as the facilities were equal. This “separate-but-equal” doctrine validated the Jim Crow laws in the South for the next six decades. The “separate” part of the phrase was enforced while the “equal” part was ignored.

Southern governments also passed a series of laws designed to limit the political rights of African Americans as guaranteed by the fifteenth amendment. State laws established a literacy test in order to vote that did not technically violate the language of the fifteenth amendment. All voters were supposed to be able to read selections from the Constitution; a policy first employed by the state of Connecticut in 1855 and followed by Massachusetts to discriminate against Irish-Catholic immigrants. This requirement was enforced for African American voters, but not for white voters. Literacy tests were first used by Mississippi in 1890 to disenfranchise African Americans.

A poll tax was imposed that was extremely difficult for poor farmers to pay, especially when it was collected months before the harvest. The other issue with the poll tax, with its average cost of between \$1.00 and \$1.50, was that it was grossly expensive and often cumulative due to the fact that you had to pay back taxes for the years you could have voted and did not vote. Poor white farmers were allowed to vote because of a ‘grandfather’ clause that said if their grandfather could vote, before 1870, regardless of literacy or tax qualification, then so could they. Most grandfathers of African Americans had not been allowed to vote so neither could they. By the end of the nineteenth century, few African Americans were able to vote in the South. Although African Americans protested their exclusion from public life; violence, intimidation, and lynchings by white terrorists effectively silenced most protests. Although Northern states did not pass such blatantly discriminatory laws, there was still discrimination practiced in their society. African Americans lived in racially segregated neighborhoods and were often the last hired and the first fired from jobs. Although they were able to vote, they had little political power because of their relatively small numbers until the Great Migration.

It is not essential for students to know:

Students do not need to know about the origin of the term Jim Crow, which comes from the name used by an antebellum minstrel performer. They do not need to know the circumstances of the *Plessy* case. It would be helpful for students to know that segregation by law is referred to as *de jure* segregation and that segregation by practice is referred to as *de facto* segregation.

Social Studies Literacy Skills for the Twenty-First Century:

- Establish the chronological order in reconstructing a historical narrative.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

GRADE 5
United States Studies: 1865 to the Present

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

Enduring Understanding:

The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power, the student will . . .

Indicator:

5-3.3 Summarize the significance of large-scale immigration to America, including the countries from which the people came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to the United States.

Taxonomy Level: Understand/ Conceptual Knowledge - 2/B

Previous/future knowledge:

This is the first time that students will explicitly study the cultural contributions of immigrants to the United States.

In eighth grade, students will explain the significance that the increased immigration into the United States in the late nineteenth century 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 United States History and the Constitution, students will explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC-4.5).

It is essential for students to know:

Immigrants in the late nineteenth and early twentieth centuries came mainly from eastern and southern Europe. Prior to the 1890s, most immigrants came from northern and western Europe. The ‘old’ immigrants were from Anglo Saxon countries such as England, Ireland, and Germany. The ‘new’ immigrants were from Italy, the Slavic states of the Balkan Peninsula, and Russia. Many of the new immigrants were Catholics or Jews, whereas the old immigrants had been mostly Protestants. Immigration from China was significantly limited by the 1890s because of United States governmental restrictions that required that new immigrants prove that they had relatives already living in the United States. Immigration from Japan slowed because of an agreement between the United States government and the government of Japan in the early 1900s. Immigrants came to the United States because of both push and pull factors. Often they were pushed out of their home countries because of war, poverty, or discrimination. They were attracted or pulled to the United States because of promises of economic opportunity, religious freedom, and political and social equality.

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In the new world, immigrants faced resistance from native-born Americans for a variety of reasons. Anti-Catholic prejudice was widespread among American Protestants who believed that since Catholics followed the authority of the Pope in religious matters, they would not be good American citizens. Americans also feared that city political bosses were manipulating the votes of their immigrant constituents and promoting corruption in city government. ‘Native-born’ Americans were prejudiced against the new immigrants because Americans believed that they were morally corrupt and associated them with drinking and radical labor politics. The anti-drinking temperance movement was largely directed against immigrants. Opposition to labor unions was, in part, the result of fear of foreign radicals. Native-born workers feared that new immigrants would take their jobs or drive down wages. Ideas such as Social Darwinism and Anglo-Saxon superiority also contributed to anti-immigrant prejudices and a movement to restrict immigration. Immigration from China was limited in the 1880s because native-born Americans did not want to compete with the Chinese for jobs. When the public schools in San Francisco set up a segregated school system for Japanese immigrant children, the resulting diplomatic confrontation with the Japanese government led to limitations on immigration from Japan imposed by the Japanese government [Gentleman’s Agreement]. Some reformers wanted to place restrictions on immigration by requiring a literacy test, just like Southerners were using to limit the political power of the African Americans. In the 1920s, immigration was restricted through a quota system that discriminated against immigrants who arrived after 1890 – the ‘new’ immigrants.

Despite this resistance, immigrants continued to find political, social, and economic opportunities in the United States. Immigrants found jobs in American factories and comfort in the ethnic neighborhoods that developed in the cities. Public schools had been established in the early 1800s as a means of assimilating immigrants into American democratic and social values. These schools provided educational opportunities for those immigrant children who did not have to work to help their families survive. Immigrants had the opportunity to vote and some were elected to political office due to the support of their immigrant communities. Others started their own businesses.

In turn, immigrants have made many contributions to the growth and development of the United States. The majority of workers who built the transcontinental railroads were Irish and Chinese immigrants. Some first generation immigrants were entrepreneurs who promoted economic growth such as Andrew Carnegie and Alexander Graham Bell from Scotland. Immigrants were actively recruited by the United States government because they supplied a great part of the labor force that helped to make the United States the world’s largest industrial power by the end of the nineteenth century. Second and third generation immigrants went to school and became doctors, lawyers, and businessmen. Immigrant groups also contributed to the political and cultural life of the nation. Immigrants turned out to vote in large numbers and exercised political influence through the political bosses and political clubs in ethnic neighborhoods. At first diversity provoked resistance from native-born Americans but eventually led to promoting tolerance and a more democratic society. Ethnic neighborhoods provided foods and customs, such as Santa Claus and pizza that gradually became part of the American culture.

GRADE 5
United States Studies: 1865 to the Present

It is not essential for students to know:

Students do not need to know the names and locations of all of the countries of eastern and southern Europe from which the new immigrants came. They do not need to locate all of the port cities (except New York and San Francisco) to which immigrants arrived or the cities that their population helped to build. Students do not need to name the many ethnic neighborhoods that developed. Students do not need to know the names and dates of the Chinese Exclusion Act of 1882 or the Gentlemen’s Agreement of 1907 that limited immigration from Asia. They do not need to know about the role of the press in promoting the idea of the “Yellow Peril” or that these same prejudices contributed to the internment of Japanese during World War II. Students do not need to know anything about the drinking habits of immigrants that contributed to the temperance movement such as the German beer gardens and the Italian vineyards. Although students need to know that anti-immigrant prejudices were widespread, they do not need to know the names that native-born Americans derisively called immigrants such as the “fighting Irish” or “shanty Irish” or “lace-curtain Irish.”

Social Studies Literacy Skills for the Twenty-First Century:

- Explain the opportunity cost involved in the allocation of scarce productive resources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5

United States Studies: 1865 to the Present

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

Enduring Understanding:

The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power the student will . . .

Indicator:

5-3.4 Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements.

Taxonomy Level: Understand/ Conceptual Knowledge - 2/B

Previous/future knowledge:

Although this is the first time that students will explicitly study immigration and urbanization, in third grade students summarized the social and economic impact of developments in agriculture, industry, and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad (3-5.1).

In eighth grade, students will compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and the textile industries, and immigration (8-5.5).

In United States History and the Constitution, students will analyze 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 railroad subsidies, tariffs, and labor policies; and the expansion of international markets (USHC-4.2). Students will also evaluate the role of capitalism and its impact on democracy, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of entrepreneurs, the rise of business through monopoly and the influence of business ideologies (USHC-4.3). In addition, students will explain the impact of industrial growth and business cycles on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business (USHC-4.4).

It is essential for students to know:

The growth of Big Business was both a cause and an effect of increased immigration. Big Business encouraged the United States government to continue an open immigration policy so that the workforce would be plentiful and cheap. Immigrants were attracted to jobs created by Big Business and enabled the businesses to grow bigger because they worked for low wages and therefore the businesses made greater profits. Big Business was also caused by the availability of natural resources (land), new inventions and technologies, capital for investments, and the role of entrepreneurs. Men like Andrew Carnegie and John D. Rockefeller developed business practices that allowed them to create monopolies. Carnegie controlled the steel industry and Rockefeller controlled the oil industry. These monopolies kept wages low and kept labor unions from being effective.

GRADE 5

United States Studies: 1865 to the Present

As industries grew, the United States shifted from an agrarian economy based on agriculture to an industrial economy based on manufacturing. Farmers were able to produce more crops because of mechanization. As a result, the prices they got for their crops fell (supply and demand). Unable to pay mortgages on land and equipment because of low profits, many farmers lost their farms to foreclosure and moved to the cities in search of jobs in industry. In the late 1800s, many African American sharecroppers and tenant farmers left the South for cities in the Midwest and the Northeast in search of jobs in factories and to escape Jim Crow laws. By 1920, the majority of people in the United States lived in cities.

As cities grew due to the increase in immigration and movement from the farm, middle class Americans were concerned about the living conditions and the corruption of city governments. Crowded conditions led to problems providing sanitation. Issues related to water and housing contributed to opportunities for corruption among city officials who were often supported by their ethnic constituents. Middle class Americans lived in the cities too and paid taxes for city government. Progressive reformers advocated the establishment of city parks, beautification projects, safer housing, and sanitation. They also promoted teaching immigrants to adapt to their new country by establishing settlement houses where immigrants were taught social skills.

Progressives were also very concerned about unsafe conditions in factories and about the long hours that workers, particularly women and children, were expected to work. They did not support labor unions' actions such as collective bargaining and strikes to address these issues. Instead they advocated the passage of laws. Conditions in the factories were publicized by the increasingly popular newspapers and magazines, illustrated with photographs showing the unsafe working conditions. Writers of exposes about corporate power and unsafe working conditions were called muckrakers, a term first used by President Teddy Roosevelt, because they exposed the corruption of the system. Reformers advocated restricting child labor and passing laws requiring that children attend school. This was in direct opposition to the wishes of many working class families who needed the income provided by their working children. Workers sometimes resented the interference of reformers in their lives. Some compulsory school attendance laws were passed at the state level, but a federal child labor law was declared unconstitutional by the Supreme Court. The federal government did not successfully enforce child labor laws or minimum wage and maximum hours laws for workers until the New Deal reforms following the Great Depression.

Progressives were more successful at the federal level in addressing the problems associated with Big Business. Progressives feared that Big Business not only had too much control over the economy but also that trusts had too much influence over the American government. During the late nineteenth century, Congress passed a law declaring monopolies, or trusts in restraint of trade, to be unlawful [Sherman Anti-Trust Act, 1890]. However, this law did not end monopolies because the Supreme Court limited its effectiveness. When Theodore Roosevelt became president in 1901, there was an assertive progressive in the White House. The president was encouraged by muckraking writers such as Ida Tarbell, who exposed the oil trust, and Upton Sinclair, who exposed the meat-packing trust. Roosevelt began to use the old law to successfully break up trusts and earned the name "trust-buster." Roosevelt also protected the rights of the consumer by pushing for the passage of the Meat Inspection Act and the Pure Food and Drug Act and he promoted the regulation of railroads. Presidents William Howard Taft and Woodrow Wilson continued this work and are known, along with Roosevelt, as the progressive presidents.

GRADE 5

United States Studies: 1865 to the Present

Progressives were also concerned about improving society by controlling the moral behavior of all Americans and particularly of the immigrants. The movement to limit the consumption of alcohol [the temperance movement] had been going on since the time of the American Revolution and got a popular boost as a result of the influx of immigrants in the late nineteenth century. Some states passed prohibition laws and others passed blue laws to limit the sale of alcohol. When World War I started, propaganda against the Germans, who were known for their beer drinking and the voluntary rationing of grain, helped progressives push through Congress a national prohibition amendment that was then ratified by the states. The eighteenth amendment outlawed the manufacture and sale of alcoholic beverages. However, it could not stop people from drinking thus promoting illegal activities such as bootlegging and speakeasies until repealed by the twenty-first amendment in the 1930s.

It is not essential for students to know:

Students do not need to know all of the port cities through which immigrants entered the United States such as Baltimore, Philadelphia, Boston, or Charleston. Students do not need to be able to name the ten largest cities in the United States in the late nineteenth century. They do not need to be able to list the countries of origin of all immigrants or know the approximate ratio of immigrants who came from each area. Students do not need to understand the methods that entrepreneurs such as Carnegie and Rockefeller used to create their monopolies such as creating vertical and horizontal integration, demanding rebates from railroads, or driving their competitors out of business. Students do not need to know about other big businesses such as the Sugar Trust or the Meat Packing Trust.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain the opportunity cost involved in the allocation of scarce productive resources.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

Enduring Understanding:

The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power, the student will . . .

Indicator:

5-3.5 Summarize the reasons for the United States control of new territories as a result of the Spanish American War and the building of the Panama Canal, including the need for raw materials and new markets and competition with other world powers.

Taxonomy Level: Understand/ Conceptual Knowledge (2/B)

Previous/future knowledge:

This is the first time that students will encounter the diplomatic history of the United States in the late nineteenth and early twentieth centuries that led to America's rise to world power.

In seventh grade, students will explain the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power (7-3.7).

In United States History and the Constitution, students will analyze 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 railroad subsidies, tariffs, and labor policies; and the expansion of international markets (USHC-4.2). Students will also explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines (USHC-5.2). In addition, students will summarize the 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" and changing worldwide perceptions of the United States (USHC-5.3).

It is essential for students to know:

As a result of the economic development of the late nineteenth century, the United States became a leading industrial producer and this contributed to the nation's rise to world power. Economic growth led many Americans to advocate for a larger role in the world in order to secure sources of raw materials and markets for the finished products from American factories. Many people in the United States believed that they had a God-given right to expand across the seas as they had done across the continent. This new Manifest Destiny was also motivated by the missionary spirit and the idea of American superiority [Social Darwinism] as well as by economics. All of

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these motivations played a role in the United States' declaration of war against Spain, in the American involvement in the Panamanian revolt which led to the building of the canal, and in the American involvement in World War I.

In order to understand the annexation of lands as a result of the Spanish American War, students must also understand why the United States went to war with Spain over Cuba. Although the explosion of the battleship *Maine* is often cited as the cause of United States involvement, it is important for students to understand that the decision to go to war was much more complicated. The declaration of war against Spain in 1898 is an ideal time to help students understand the constitutional role of the president and the Congress in declaring war. Yellow journalism prepared the American public for this decision. Yellow journalists appealed to the sentiments of the reading public to save Cuba from the harsh rule of colonial Spain. The explosion of the *Maine* was widely covered by newspapers that exploited any angle that might lead to wider circulation and greater profit for the papers. It alone did not cause Congress to declare war. The decision of President McKinley to ask the United States Congress to declare war on Spain and Congress's willingness to do so were based on American economic interests in Cuba, humanitarian concerns for the Cuban people, and a desire to demonstrate American power in the world.

The outbreak of the Spanish American War led to the annexation of territories by the United States. At the start of the war, the United States declared that it had no intention of annexing Cuba. However, the United States quickly annexed Hawaii, where a revolt led by American businessmen had already overthrown the Hawaiian queen [1893]. Hawaii was an ideal fueling stop on the way to the markets of China. The Spanish American War started with the takeover of Manila harbor in the Spanish colony of the Philippines by the American fleet stationed in the Pacific [1898]. The Philippines provided an ideal location from which to access the markets of China. Students should be able to locate Hawaii and the Philippines on a map in order to understand the significance of their geographic location for trade. The Spanish in Cuba were quickly defeated and a treaty was negotiated by the executive branch and ratified by the Senate that granted the United States control of formerly Spanish territories including Guam, the Philippines, and Puerto Rico. Despite the armed protests of Filipinos who sought independence, the United States continued to control the Philippines as a territory until the end of World War II. Cuba was occupied by American forces off and on for more than thirty years. The United States secured a permanent naval base on the island of Cuba. Eventually Hawaii was admitted as our fiftieth state. The United States continues to control Guam and the territory of Puerto Rico today.

The United States also played a significant role in a revolution in Panama. Since the time of the California Gold Rush, it was evident that Americans wanted a quick ocean route from the east coast to the west coast. The desire to expand trade with the Far East intensified this desire. President Theodore Roosevelt offered Colombia, which controlled the Isthmus of Panama, money for the right to build a canal. Colombia rejected the offer. A few Panamanians organized a bloodless revolution that was supported by American gunboats and later signed an agreement with the United States allowing the United States to lease the isthmus and build the canal. The building of the Panama Canal allowed American commercial and war ships to travel from the Atlantic to the Pacific more quickly and contributed to America's commercial and military might and to its image as a world power.

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It is not essential for students to know:

Students do not need to remember the details of the Cuban revolution that led to the Spanish crackdown and American sympathies for the Cubans. They do not need to know the names of the newspapers whose circulation war led to the yellow journalism and public cries of “Remember the Maine.” Students do not need to remember the names of or the specific contents of the DeLome letter of the pre-Spanish American war period. They do not need to know about Teddy Roosevelt’s role in the fighting in Cuba. They do not need to know that the Supreme Court ruled that the rights of citizenship do not follow the flag and so the people of the American territories acquired during this period were not granted the rights of United States citizenship. Students do not need to understand that as a result of American intervention in places such as Cuba, Panama and other countries, the United States was widely resented in Latin America. Students do not need to understand the difficulties encountered in the building of the canal, including the conquest of yellow fever, or how the lock system works in the Panama Canal.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify the locations of places, the conditions at places, and the connections between places.
- Construct and interpret maps, mental maps, and geographic models to solve problems.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

Enduring Understanding:

The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power, the student will . . .

Indicator:

5-3.6 Summarize the factors that led to the involvement of the United States in World War I and the role of the United States in fighting the war.

Taxonomy Level: Understand/ Conceptual Knowledge - 2/B

Previous/future knowledge:

This is the first time that students will encounter the diplomatic history of the United States in the late nineteenth and early twentieth centuries that led to America's rise to world power.

In seventh grade, students will explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war (7-4.1). They will also explain the outcome of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, shifts in national borders, and the League of Nations (7-4.2). In eighth grade, students will explain the reasons for United States involvement in World War I and the war's impact on South Carolina and the nation as a whole, including the building of new military bases and the economic impact of emigration to industrial jobs in the North (8-6.1).

In United States History and the Constitution, students analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations (USHC-5.4).

It is essential for students to know:

At first, the United States tried to maintain a neutral role in World War I. It is important that students understand that America became involved in the war reluctantly as a result of a multitude of factors. Wartime propaganda, similar to the yellow journalism of the Spanish American War period, traditional sympathies, and commercial ties with and loans to Great Britain strained neutrality. Most importantly, the unrestricted submarine warfare declared by the Germans on the high seas and waged against neutral ships trading with Britain and France led President Woodrow Wilson to ask the Congress for a declaration of war to "make the world safe for democracy." The sinking of the *Lusitania* [1915] was not the direct cause of the United States' declaration of war [1917]. It was only one incident in a series of sinkings. The interception of the Zimmerman telegram by the British and its publication by sensationalist press in the United States led the American public to support going to war. American troops, known as doughboys, were instrumental in repelling the final assaults of German troops on the western front and breaking the deadlock of trench warfare. The Central Powers (Germany, Austria,

GRADE 5
United States Studies: 1865 to the Present

Hungary, and the Ottoman Empire) agreed to an armistice with the Allies (Great Britain, France, and the United States) on the condition that peace negotiations would be based on Woodrow Wilson's Fourteen Points. President Wilson played a significant role at the peace negotiations, although many of his Fourteen Points were ignored by the other nations. Wilson helped to redraw state borders in Europe so that they better reflected nations, groups of people with the same language, religion and ethnic heritage. The Treaty of Versailles included an international peace-keeping organization, the League of Nations, which Wilson hoped would put an end to war. The United States Senate refused to ratify the treaty because many Senators thought that the League of Nations would compromise Congress's constitutional right to declare war. Despite their refusal to join the League, the United States continued to be involved in world trade in the 1920s. In the 1930s, the Congress limited American involvement in world affairs in a series of laws called the Neutrality Acts. These acts attempted to keep the United States out of the war that was brewing in Europe by addressing what Americans thought were the causes of American involvement in World War I. When the United States finally became involved in World War II, the United States allied with Great Britain, France, and others. This alliance became the basis for the creation of the United Nations after World War II, which replaced the League of Nations with a more effective peace-keeping organization.]

It is not essential for students to know:

Students do not need to know how many ships were sunk by the Germans or that Wilson's diplomatic efforts led the Germans to pledge that they would not sink ships for a time. This pledge was broken when Germans were desperate to break the stalemate of trench warfare. Students do not need to know about trench warfare or "no man's land" or the new technology of war introduced during World War I.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify the locations of places, the conditions at places, and the connections between places.
- Establish the chronological order in reconstructing a historical narrative.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

Enduring Understanding:

Along with the rest of the world, the United States experienced a boom-and-bust period during the 1920s and 1930s. In the United States, this situation led to significant government intervention to stimulate the economy. Other countries did not follow the same course of action, however, and the resulting political instability and subsequent worldwide response consumed the world in the 1940s. To understand the role of the United States in the world during this period, the student will . . .

5-4.1 Summarize daily life in the post–World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In third grade, students learned about the causes of emigration from South Carolina and from rural areas to the cities (3-5.2). This concept will be expanded upon in fifth grade to include the Harlem Renaissance and the Great Migration. All other concepts included in this indicator are new.

In eighth grade, students will summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry (8-6.2). They will also explain 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 (8-6.2).

In United States History and the Constitution, students will explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance (USHC-6.1). They will also explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the “Red Scare”, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial (USHC-6.2).

It is essential for students to know:

The economic boom period of the 1920s had a significant effect on the daily lives of many, but not all Americans. Although the 1920s are often called the “Roaring Twenties,” it was not a good time for all Americans. The standard of living rose as new technology, such as automobiles, airplanes, radios, and movies that were mass produced on assembly lines became available. New

GRADE 5
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appliances and an increased reliance on electricity to run them also changed the daily lives of many Americans, particularly women. Students should be able to describe how these new advances changed the everyday lives of Americans. They should also understand that some groups such as sharecroppers, farmers, and underpaid factory workers were not able to enjoy the rising standard of living. They could not afford to buy the automobiles and appliances that they helped to manufacture. Only extremely wealthy Americans were able to take advantage of air travel. American culture came to be more standardized as people embraced the mass culture offered by the movies and radio. Americans were able to communicate and share experiences through the use of this new technology.

The Nineteenth Amendment, passed in 1920 after the government acknowledged the contributions of women during World War I (the Great War), removed gender restrictions for voting allowing women to vote. Except in the western states where they were a cherished minority, women citizens rarely had a “voice” in their government. This was a major step to a more democratic government for the United States because more people were represented after the passing of the Nineteenth Amendment.

The Great Migration of African Americans from southern rural to northern urban areas was the result of push and pull factors. Jim Crow laws and lynchings, as well as the economic hardship of sharecropping, the effects of the boll weevil, and the lack of alternative economic opportunities prompted many to leave the South. Job opportunities in the factories, especially during World War I, brought African Americans to the cities of the North and Midwest.

The Harlem Renaissance was a result of this migration. As African Americans migrated, they took their culture with them. Gathered together in cities, African Americans had an opportunity to allow their culture to flourish. Writers, artists and musicians celebrated the African contributions to American life through their art. Brought to France by African American soldiers in World War I, jazz music became the newest trend. When it was brought home to the States, it became popular among whites as well as African Americans.

Racial and ethnic conflict also affected the lives of Americans during the 1920s. Although segregation was not enforced by law in the northern cities, it was widely practiced. African Americans were often the last hired and the first fired. Some riots in the cities targeted African Americans, especially immediately after World War I when racial and unemployment violence reached a peak during the Red Scare of 1919. White Americans in both the North and the South were determined to dilute African American aspirations for participation on a more equitable basis even though many African American soldiers had fought in the “war to make the world safe for democracy.” Anti-immigrant feelings, which intensified at the end of the previous century, degenerated further. More Catholics and Jewish immigrants came from the southern and eastern parts of Europe and became additional targets of a new Ku Klux Klan. Laws establishing immigration quotas were designed to limit the number of immigrants from eastern and southern Europe. Prohibition outlawed the production and distribution of alcohol and was intended to control the immigrant population. The law was widely ignored and speakeasies and bootleg liquor gave rise to crime. The amendment was repealed in the early 1930s.

GRADE 5
United States Studies: 1865 to the Present

It is not essential for students to know: It is not essential that students be able to identify specific automobiles (Model T), airplanes (*The Spirit of St. Louis*), or other specific brands of new technologies. It is not critical for students to describe, in detail, the various racial and ethnic issues facing Americans during the 1920s.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how political, social, and economic institutions have influenced the state and nation throughout history.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5

United States Studies: 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

Enduring Understanding:

Along with the rest of the world, the United States experienced a boom-and-bust period during the 1920s and 1930s. In the United States, this situation led to significant government intervention to stimulate the economy. Other countries did not follow the same course of action, however, and the resulting political instability and subsequent worldwide response consumed the world in the 1940s. To understand the role of the United States in the world during this period, the student will . . .

5-4.2 Summarize the causes of the Great Depression, including overproduction and declining purchasing power, the bursting of the stock market bubble in 1929, and the resulting unemployment, failed economic institutions; and the effects of the Dust Bowl.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In third grade, students learned of the effects of the Great Depression, including unemployment, widespread poverty, and migration from rural areas to the cities (3-5.3).

In seventh grade, students will explain the causes and effects of the worldwide depression that took place in the 1930s, including the effects of the economic crash of 1929 (7-4.3). In grade eight, students will again learn about the Great Depression and its impact 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 (8-6.4).

In United States History and the Constitution, students will explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulations; taxes, and investments; stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people (USHC-6.3).

It is essential for students to know:

The stock market crash of 1929 marked the end of the economic boom of the 1920s and the start of the Great Depression of the 1930s. It is important for students to understand that the stock market crash was not the only factor that contributed to the Depression. The stock market crash of 1929 exposed the economic weaknesses of the United States. Not everyone could buy the products that came from American factories because wages were low and farm prices were depressed. Although some American consumers had been able to continue to buy using credit, such borrowing could not be sustained. Similar to what happened to farmers following World War I a decade earlier, factories suffered from overproduction and many industries began to lay off workers as the decade came to an end. When investors recognized this slowing of the economy, they suddenly began selling their stocks. This sale was made worse because some investors had borrowed in order to buy stocks and could not pay off loans due to the devaluation of stocks. The stock market crash resulted.

After the crash, unemployment continued to rise. Students should recognize the domino effect of laid off workers, decreasing wages, decreasing buying power, and decreasing prices. As

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United States Studies: 1865 to the Present

consumers were unable or unwilling to buy, businesses failed. Failed businesses laid off more workers continuing the downward spiral. Unemployed borrowers were unable to pay off their bank loans. Loss of confidence in the banking system led many people to try to withdraw whatever savings they had. With limited income from loan payments, banks could not pay their depositors. Such runs on the banks caused bank failures. People lost what little they had been able to save.

Many African Americans began to migrate northward in the early 1900s to combat the depressed farm economy and prejudice in the South. Additional Americans began to migrate from their farms to find jobs during the Depression. Unfortunately, most did not find the employment opportunities they sought. Homeless people began to build make-shift homes out of scrap lumber and empty boxes in parks and other public spaces. These shantytowns were called “Hooverilles”, named after President Herbert Hoover.

The Dust Bowl conditions of the Midwest led others, such as the Okies, to migrate to California where they sought jobs as migrant workers. Many unemployed young men and some young women took to the highways or rode the rails from town to town seeking work or a handout and became known as hoboes. Students should be able to describe the lives of many Americans during this time.

It is not essential for students to know:

This indicator does not require students to recall the date the stock market crashed or the term “Black Tuesday.” It does not require students to recall the number of Americans unemployed during this time.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how political, social and economic institutions have influenced the state and nation throughout history.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

Enduring Understanding:

Along with the rest of the world, the United States experienced a boom-and-bust period during the 1920s and 1930s. In the United States, this situation led to significant government intervention to stimulate the economy. Other countries did not follow the same course of action, however, and the resulting political instability and subsequent worldwide response consumed the world in the 1940s. To understand the role of the United States in the world during this period the student will . . .

5-4.3 Explain the American government’s response to the Great Depression in the New Deal policies of President Franklin Roosevelt, including the Civilian Conservation Corps, the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In third grade, students learned the effects of the Great Depression, including widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs (3-5.3).

In the seventh grade, students will explain the causes and effects of the worldwide depression that took place in the 1930s, including the effects of the economic crash of 1929 (7-4.3). In grade eight, students will again learn about the Great Depression and its impact 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 (8-6.4).

In United States History and the Constitution, students will analyze President Franklin Roosevelt’s New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws (USHC- 6.4).

It is essential for students to know:

President Franklin Roosevelt proposed a wide range of programs, called the New Deal, which focused on three goals: relief, recovery, and reform. Relief programs set out to assist with the feeding and housing of the poorest American citizens. While these programs offered relief to some in the short term, they had little lasting impact on the economy. The Civilian Conservation Corps (CCC) was a relief program designed to provide young men who were roaming the countryside in search of work the opportunity to build parks and plant trees. The CCC could also be considered a recovery program because its purpose was to put money into the hands of consumers; who would in turn spend it, and thus help businesses to recover. Recovery programs

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United States Studies: 1865 to the Present

had little immediate effect and the depression did not end until military spending for World War II put people back to work.

Reform programs, such as the Federal Deposit Insurance Corporation (FDIC), attempted to reform the system and prevent the conditions that caused the Great Depression. The FDIC helped to restore and maintain confidence in the banking system and prevent runs on the banks because the government insured the deposits of investors. Roosevelt felt that the public view of the banking industry was demoralized and it was essential to restore confidence in the financial system. Social Security was also designed to reform the system to ensure that the disabled and the elderly would have some income and that the unemployed were protected against lay-offs. Workers in agriculture and domestic service, which employed many African Americans, were not covered. Social Security had no immediate impact in ending the Depression and offering relief to those who suffered as a result of it. It has provided a secure retirement for many citizens and significantly reduced poverty among the elderly since that time. Finally, Roosevelt also lobbied Congress to establish new regulations on the financial sector of the economy. Congress created the Securities and Exchange Commission (SEC) to regulate trading on Wall Street and curb out-of-control high-risk investments that led to the Stock Market Crash of 1929. Students should be able to describe how the role of the federal government greatly increased as a result of the New Deal response to the Great Depression. It is important for students to recognize that some of the New Deal programs, such as Social Security and the FDIC, are still in use today.

It is not essential for students to know:

This indicator does not require students to recall New Deal programs not specifically listed. It is also not necessary for students to understand how the Social Security program works or some of the controversies that surround it today.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how political, social, and economic institutions have influenced the state and nation throughout history.
- Identify and describe cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

Enduring Understanding:

Along with the rest of the world, the United States experienced a boom-and-bust period during the 1920s and 1930s. In the United States, this situation led to significant government intervention to stimulate the economy. Other countries did not follow the same course of action, however, and the resulting political instability and subsequent worldwide response consumed the world in the 1940s. To understand the role of the United States in the world during this period, the student will . . .

5-4.4 Explain the principal events related to the involvement of the United States in World War II, including campaigns in North Africa and the Mediterranean; major battles of the European theater such as the Battle of Britain, the invasion of the Soviet Union, and the Normandy invasion; and events in the Pacific theater such as Pearl Harbor, the strategy of island-hopping, and the bombing of Hiroshima and Nagasaki.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

The concepts associated with the United States' involvement in World War II are new to students in fifth grade.

In seventh grade, students will understand the rise of totalitarian governments after World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide depression (7-4.4).

In World History, students will analyze the ways that the responses of the governments of Britain, France, Germany, and Italy to the economic and political challenges of the 1920s and 1930s contributed to the renewal of international hostilities in the years leading to World War II (MWH-7.2). In United States History and the Constitution, students will be required to analyze the United States decision to enter World War II (USHC 7.1), and explain how the controversies among the Big Three allied leaders over strategies led to post war conflict between the U.S. and the U.S.S.R (USHC 7.3).

It is essential for students to know:

The issues associated with World War II are contained in indicators 5-4.4, 5-4.5, 5-4.6, and 5-4.7. In most cases, the information contained in these indicators will overlap throughout the study of this time period.

The principal events related to the United States' involvement in World War II include the rise of European dictators such as Benito Mussolini in Italy and Adolf Hitler in Germany as a result of the worldwide depression. Students should understand that they were dictators and used military aggression against the rest of Europe to secure their goals. It is also important that students understand that although Josef Stalin was also a dictator, he was opposed to Hitler. Hitler's fascism is a right-wing reaction to Stalin's communism. Students do not need to know the

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United States Studies: 1865 to the Present

difference between these two ideologies. Students should also know that the Japanese had a militaristic government that was seeking to expand its nation's power. They do not need to know the details of the rise of the military dictatorship in Japan. Dictators in Germany, Italy, and Japan formed an alliance called the Axis powers.

At first, the European leaders tried to avoid war and responded to the aggression of Hitler's Germany with the policy of appeasement, giving in to his demands. When Germany invaded Poland, allied Britain and France declared war on Germany. Soon Germany defeated France and was constantly bombing Great Britain in an effort to break the spirit of the last undefeated European country. These continuous-feeling air raids were known as the Battle of Britain and were significant because they were the first instance in which Hitler's plans of conquest were foiled. Germany also invaded the Union of Soviet Socialist Republics (USSR). The Congress of the United States passed laws that required President Roosevelt to maintain an official policy of neutrality. President Roosevelt tried to help British leader, Winston Churchill; the leader of the Free French, Charles de Gaulle; and the leader of the Soviet Union, Josef Stalin with supplies.

Adolf Hitler believed that the German people were a superior race. He and many German people, thought that the treaty that ended World War I was unfair and the economic sanctions placed on Germany after World War I were unrealistic and extremely punitive. Hitler's goal was for Germany to avenge itself for this treaty by taking over the at least the rest of Europe, if not the world. With the establishment of extreme nationalism, Hitler was able to use his influence to successfully invade other areas of Europe such as Poland and France. Students should be able to locate German advances in Europe.

The goal of the Japanese was to establish control of the Far East in order to ensure the economic prosperity of the Japanese people. After the Japanese bombing of the United States Pacific fleet at Pearl Harbor, President Roosevelt asked the United States Congress to declare war on Japan. Germany and Italy then declared war on the United States in order to support their ally, Japan, thereby becoming the Axis Powers. The United States, Great Britain, and the Soviet Union became known as the Allied Powers or the Allies.

The goal of the Allies was to stop the Axis Powers and defeat them unconditionally so that they could not invade other countries again. Students should be able to explain the strategies used by the Allied Powers in the European theater which included heavy bombing raids on Germany and landings of ground troops on the periphery of German occupied lands. The Allied landing in 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 of the pressure off of the USSR who was taking heavy losses as it was being invaded by Germany. The USSR was able to hold off the German advance and began defeating them on the eastern front. Allied landings in Italy brought the surrender of the Italians but German forces continued the bitter fight on the Italian peninsula. The invasion of Normandy on D-Day provided a second front against the Germans in the west and provided some relief for the Russian troops. The invasion of Normandy led to the eventual surrender of the Axis Powers in Europe, but the Allied powers continued to struggle against a Japanese army that was determined to fight until all was lost.

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The purpose of the island-hopping strategy in the Pacific theater was to strategically take Japanese-held islands in order to move within range of the gasoline tank capacity of American planes so that they could bomb Japan in preparation for an invasion of the Japanese home islands. The Americans had heavy casualties as they fought to take Japanese-occupied islands because of the Japanese unwillingness to accept defeat. An ailing President Roosevelt died and Vice-President Harry S. Truman was sworn in as President. As the preparations for the invasion of Japan continued, scientists successfully tested the world's first atomic bomb. The decision of whether to risk more American lives with an invasion of Japan or to use the atomic bombs fell to President Truman. The United States dropped two bombs, one on Hiroshima and a second on Nagasaki, which led to the surrender of the Japanese and brought about the end of World War II.

It is not essential for students to know:

It is not essential that students know that the “destroyers for bases” deal or the “Lend-Lease” program were ways that the United States assisted Great Britain and the Soviet Union prior to officially entering the war. It is not essential that students be able to recall the various battles not specifically included in this indicator, including the Battle of the Bulge, Guadalcanal, and Midway.

Social Studies Literacy Skills for the Twenty-First Century:

- Utilize different types of media to synthesize social studies information from a variety of social studies resources.
- Identify and describe cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

Enduring Understanding:

Along with the rest of the world, the United States experienced a boom-and-bust period during the 1920s and 1930s. In the United States, this situation led to significant government intervention to stimulate the economy. Other countries did not follow the same course of action, however, and the resulting political instability and subsequent worldwide response consumed the world in the 1940s. To understand the role of the United States in the world during this period, the student will . . .

5-4.5 Analyze the role of key figures during World War II, including Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, Benito Mussolini, and Adolph Hitler.

Taxonomy Level: Analyze/ Conceptual Knowledge – 4/B

Previous/future knowledge:

The concepts associated with the United States’ involvement in World War II are new to students in fifth grade.

In seventh grade, students will summarize aspects of the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union (7-4.4). They will explain the causes and course of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism; the invasion of Poland; the Battle of Britain; the invasion of the Soviet Union; the “Final Solution;” the Lend-Lease program; Pearl Harbor; Stalingrad; the campaigns in North Africa and the Mediterranean; the D-Day invasion; the island-hopping campaigns; and the bombing of Hiroshima and Nagasaki (7-4.5).

In United States History and the Constitution, students will explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki (USHC-7.3).

It is essential for students to know:

This indicator requires students to know key figures and their roles in World War II. The issues associated with World War II are discussed in indicators 5-4.4, 5-4.5, 5-4.6, and 5-4.7. In most cases, the information in these indicators will overlap throughout the study of this time period.

It is not essential for students to know:

Since General Hideki Tojo is not specifically mentioned as a dictator of the period, it is not necessary for students to remember his name, but knowing his name may be helpful in having students understand that Japan had also had a military dictatorship and that it controlled the hereditary imperial leadership that was deified.

GRADE 5
United States Studies: 1865 to the Present

Social Studies Literacy Skills for the Twenty-First Century:

- Utilize different types of media to synthesize social studies information from a variety of social studies resources.

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Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Analyze

Differentiating

Organizing

Attributing

or any verb from the **Apply**, **Understand**, or **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

Enduring Understanding

Along with the rest of the world, the United States experienced a boom-and-bust period during the 1920s and 1930s. In the United States, this situation led to significant government intervention to stimulate the economy. Other countries did not follow the same course of action, however, and the resulting political instability and subsequent worldwide response consumed the world in the 1940s. To understand the role of the United States in the world during this period, the student will . . .

Indicators:

5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and their effects on World War II and the United States economy.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

The concepts associated with the United States' involvement in World War II are new to students in fifth grade.

In grade seven, students will summarize the causes and course of World War II, including the island hopping campaigns and the bombing of Hiroshima and Nagasaki (7-4.5).

In United States History and the Constitution, students will explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including the dropping of atomic bombs on Hiroshima and Nagasaki (USHC-7.3).

It is essential for students to know:

The issues associated with World War II are discussed in indicators 5-4.4, 5-4.5, 5-4.6, and 5-4.7. In most cases, the information in these indicators will overlap throughout the study of this time period.

Key developments in technology, aviation, weaponry, and communication had a significant impact on World War II and on the economy of the United States both during the war years and in the postwar period. With the increase in production necessary to sustain the war effort, the economy of the United States experienced a boost, lifting the nation out of the Great Depression. Medical advances in the treatment of infection and disease such as the first antibiotic, penicillin have helped to prolong the lives of many Americans and contributed to an aging population.

Aviation innovations included improved bombers that were able to fly farther and use radar to track these planes and to spot enemy planes. By the end of the war, jets were being developed. After the war, personal and business air travel and the transportation of goods around the world grew significantly because of the aviation technology.

GRADE 5
United States Studies: 1865 to the Present

Secret communications codes developed during the war contributed to the development of computer systems designed to break those codes. The first computers were room-sized machines. The computer industry has grown tremendously in the last sixty years and as a result Americans enjoy almost instant access to information through the use of personal computers, lap tops, smart phones, tablets and other hand-held devices.

Advances in weaponry were made in response to wartime needs. The two atom bombs dropped on Japan were developed by a team of scientists in the United States who were trying to beat the Germans to the technology. Although Albert Einstein encouraged President Franklin Delano Roosevelt to establish the Manhattan Project that developed the bomb, he was not involved in the process. Atomic technology has had a significant impact on the economy of the United States since World War II. The arms race started as a result of America's exclusive control of the atom bomb. This race to develop new and better bombs and ways to deliver them to the target has resulted in extensive government spending which has both stimulated the economy and focused spending on the military.

It is not essential for students to know:

Students do not need to be able to recall other specific people, places, or events associated with the development of the improvements to technology addressed.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how political, social, and economic institutions have influenced the state and nation throughout history.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

Enduring Understanding:

Along with the rest of the world, the United States experienced a boom-and-bust period during the 1920s and 1930s. In the United States, this situation led to significant government intervention to stimulate the economy. Other countries did not follow the same course of action, however, and the resulting political instability and subsequent worldwide response consumed the world in the 1940s. To understand the role of the United States in the world during this period, the student will . . .

5-4.7 Summarize the social and political impact of World War II on the American home front and the world, including opportunities for women and African Americans in the work place, the internment of the Japanese Americans, and the changes in national boundaries and governments.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

The concepts associated with the United States’ involvement in World War II are new to students in fifth grade.

In eighth grade, students will compare the ramifications of World War II on South Carolina and the United States as a whole, including the training of the Doolittle Raiders and the Tuskegee Airmen, the building of additional military bases, the rationing and bond drives, and the return of economic prosperity (8-6.5).

In United States History and the Constitution, students will summarize the impact of World War II and war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans (USHC-7.2).

It is essential for students to know:

World War II had a profound social impact on the United States that would have long term political effects. The nation came together as each American was encouraged to “Do Your Part” in the war effort. Each and every American was called upon to conserve scarce materials by contributing to scrap metal drives and planting “Victory Gardens.” However voluntary conservation was not enough and Americans were required to use ration booklets. The economy was finally pulled out of the Depression by the war efforts. Everyone went to work to help win the war.

Women, as homemakers, were responsible for rationing and victory gardens. More women also began to work outside the home. They took the place of husbands, sons, and brothers in factories and built airplanes, trucks, and ships. Although women faced discrimination, ‘Rosie the Riveter’ became an icon of the period. Women were expected to return home when the war ended and the soldiers returned to their jobs. Despite hardships, such as discrimination and lack of child care,

GRADE 5
United States Studies: 1865 to the Present

many women missed the workplace. This wartime experience helped lay the foundation for the women's movement of the 1960s.

African Americans demanded the right to wartime jobs and President Roosevelt ordered that they be given opportunity. Many more African Americans moved to cities in the north and on the Pacific coast to work in wartime industries. African Americans made some strides in the military during the war, such as the Tuskegee Airmen; however, they still served in segregated units, as was the experience in previous wars, and were often assigned duties of lesser importance because of racial prejudice that often led those in power to doubt in their capabilities.

The role played by African American soldiers in the war and the treatment by whites on the home front during and after the war ended prompted President Truman to order that the army be desegregated after World War II. The experiences of African Americans proving themselves by serving their country at home and abroad, called the double victory campaign, helped lay the foundation for the Civil Rights Movement of the 1960s.

Japanese Americans faced the most profound discrimination. Following the bombing of Pearl Harbor, one hundred ten thousand Japanese Americans were moved to internment camps in the western deserts of the United States. Made to leave their homes and businesses with little warning or compensation for the loss of their possessions and livelihoods, they were imprisoned behind barbed wire fences without the right to a trial and without proof that they were disloyal. Nonetheless, the Japanese Americans continued to be loyal to the United States. Some of them served with distinction in military units in the European theater.

As a result of the war, political boundaries of some nation-states were changed and some governments were altered. The United States established a democracy in occupied Japan. Germany was divided into four zones and occupied by the four Allied powers. Soon the United States, Great Britain, and France united their zones and helped to create a democratic government in what later became known as West Germany. The Soviet Union established a communist government in East Germany. Berlin, the former capital of Germany, was similarly divided although it was located entirely within the Soviet zone. The Soviet Union also set up puppet regimes in the eastern European nations that they liberated from German occupation. Although the United States emerged from the war as a dominant world power, it would soon find itself in confrontation with its World War II ally, the Soviet Union. The Cold War had its roots in differences in wartime priorities between the United States, Great Britain and France, and the Soviet Union.

It is not essential for students to know:

This indicator does not require students to recall the total number or the location of the Japanese internment camps. Although helpful in highlighting the wartime experiences of African Americans, students are not required to explain the role of the A. Philip Randolph in persuading President Roosevelt to set up the Fair Employment Practices Commission. Students do not need to understand the wartime confrontations between the western allies and the Soviet Union over the initiation of the second front nor the Soviet suspicion that the delay was because Americans wanted the Soviets to take the brunt of the Nazi war machine. It is unnecessary for students to be able to identify the specific nations that came under the domination of the Soviet Union as a result of their march to Berlin.

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United States Studies: 1865 to the Present

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how political, social, and economic institutions have influenced the state and nation throughout history.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-5 The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.

Enduring Understanding: The post–World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences. This Cold War affected all aspects of American life at home and abroad. To understand the impact of the Cold War, the student will . . .

Indicator:

5-5.1 Explain the causes and the course of the Cold War between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of communism, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

All concepts associated with the Cold War are new for fifth grade students.

In seventh grade, students will analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the “space race,” and the threat of nuclear annihilation (7-5.4).

In United States History and the Constitution, students will analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the “Red Scare” and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race (USHC-7.5).

It is essential for students to know:

Students should be able to explain the course of the Cold War. A rivalry developed between the Soviet Union and the United States following World War II. The Soviet Union’s goal was to spread communism - their political and economic system in which the government owns and controls businesses and property. The goal of the United States was to contain the spread of communism, therefore, the policy of the United States throughout the Cold War period was known as the “containment policy.” The United States and other western European nations wanted to encourage democratic governments throughout the world that were based on personal freedoms and a free enterprise economic system. Communism and those who supported its ideals were increasingly feared by many Americans.

This fear was fueled by Wisconsin Senator Joseph McCarthy, who announced that hundreds of communists were working in the United States government with the intent of overturning the government. This Red Scare came to be called McCarthyism. The McCarthy era is known for the fear and sensationalism promoted by Senator McCarthy and the mass media. No secret agents were ever uncovered by McCarthy’s accusations and investigations.

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United States Studies: 1865 to the Present

In 1950, the Korean Conflict started when North Korea's communist government invaded South Korea with the intention of reuniting the peninsula under one communist government. South Korea did not want to become a communist nation. As a result, the United States, with the support of the United Nations, responded by sending American soldiers to defend South Korea and contain the spread of communism. The war ended in a stalemate and the peninsula remained divided. South Korea remained a democratic nation. North Korea remained a communist nation allied with the Soviet Union.

The Berlin Wall was built by the Soviets to separate the communist and democratic portions of Berlin, which had been divided between the allies at the end of World War II. People who lived in East Berlin were forbidden to cross to the western side of the wall. The Berlin Wall became a symbol of the differences between the Soviet Union and the western democracies. It was finally torn down in 1989, signifying the collapse of the communist control of Eastern Europe and an end of the Cold War between the Soviet Union and the United States.

Competition between the Soviet Union and the United States continued into a quest to reach outer space. The space race was started when the Soviet Union successfully launched an unmanned satellite, *Sputnik*. This event highlighted the need for an excellent education system and was a unifying force for American industry. It also promoted the development of computer technologies that would affect other segments of American life. President Kennedy established the goal of landing a man on the moon by the end of the 1960s. Although the Soviet Union was first to put a man into outer space, the United States was first to put a man (Neil Armstrong) on the moon.

During the Cuban Missile Crisis, the Cold War rivalry came close to nuclear war as the Soviet Union began shipping nuclear missiles to Cuba, a communist country ninety miles off the coast of Florida. From this location, the Soviet Union could easily launch nuclear weapons toward targets in the United States. President Kennedy responded by setting up a naval blockade of Cuba preventing the Soviet Union from bringing weapons to the island. For several days, it appeared that the two nations would soon be at war. At the last moment, the ships carrying the nuclear missiles turned back. Most historians agree that this was the closest the United States and the Soviet Union ever came to war. As a result, efforts were made to avoid such crises in the future including the installation of the hot line and the signing of the Nuclear Test Ban Treaty.

The Vietnam War shares many similarities with the Korean Conflict. In both places, the United States was trying to contain the spread of communism. As in Korea, the Soviet Union supported the communist government of the North and the United States supported the democratic government of the South. However, unlike in Korea, the war in Vietnam started because the government of South Vietnam refused to comply with a peace agreement that had been signed calling for elections to reunite the country. The government of South Vietnam feared that they would lose the election because the leader of North Vietnam was very popular. Fighting continued for many years and ended in United States withdrawal rather than a stalemate. The United States faced a difficult challenge fighting in a jungle-like environment. Public sentiment began to grow against Americans fighting in Vietnam because the war was widely covered on television. After several rounds of peace talks, a cease-fire agreement was signed and American

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soldiers evacuated Vietnam. South Vietnam continued to fight the communists but soon surrendered and united with North Vietnam as a communist nation.

It is not essential for students to know:

Students do not need to know the names of the leaders of the Soviet Union during the period of the Cold War. Although helpful for the discussion of this period, students are not required to recall the American presidents that dealt with each of the specified events contained in this indicator. The specific names of battles fought during the Korean War and Vietnam Conflict are not critical. The specific names of spacecraft utilized by the Soviet Union or the United States are not required. It is not essential for students to know about the Berlin Airlift or the Bay of Pigs.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and describe cause-and-effect relationships.
- Identify multiple points of view or biases and ask questions that clarify those opinions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-5 The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.

Enduring Understanding: The post–World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences. The Cold War affected all aspects of American life at home and abroad. To understand the impact of the Cold War, the student will . . .

Indicator:

5-5.2 Summarize the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In third grade, students summarized the social and economic impact of World War II and the Cold War on South Carolina (3-5.4).

In seventh grade, students will summarize the impact of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, and the Warsaw Pact on the course of the Cold War (7-5.2). In grade eight, students will compare the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in the birth rate; the emergence of the consumer culture; the expanding urbanization, highway construction, tourism and economic development; the continuing growth of military bases and nuclear power facilities; and the increases in educational opportunities (8-7.1).

In United States History and the Constitution, students will analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society (USHC-7.6).

It is essential for students to know:

The impact of cultural developments in the United States following World War II was the result of returning prosperity and returning soldiers. This indicator requires that students understand the effects of postwar economic prosperity. When the war ended, many women returned home from the work they had been doing for the war effort and became homemakers and consumers. American factories were able to switch production back to consumer goods. War time workers had money to spend and products that had not been available during the war, such as automobiles, were in high demand. The resulting post-war prosperity allowed many people to spend money on new American products. Soldiers returning from the war married and started families and bought new homes. A trend in home building, the development of suburbs, was made possible by even greater availability of the automobile and is most often associated with the 1950s. The trend of moving to outlying city neighborhoods began in the late nineteenth

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century due to the availability of trolleys and continued in the 1920s with the automobile. Large tracts of land, located on the outskirts of town, were bought by developers. The land was then divided into hundreds of plots on which new houses were built. Americans began to leave the cities in which they worked to buy new homes in these new suburban developments and commute to work. A new highway system to link major metropolitan cities increased suburbanization.

Mass media, the widespread availability of radios, movies, and the new medium of television, helped to spread popular culture or pop culture, to urban, suburban, and rural communities throughout the United States. Radio spread new Rock and Roll music. Television became the center of American family entertainment. Advertisers used the new medium to spread their message and soon everyone wanted the same goods including, Slinkies, cap guns, coonskin hats, Barbie dolls, and Hoola Hoops.

Due to an increase in jobs and production necessary to sustain the war effort, the economy of the United States experienced a boost, lifting the nation out of the Great Depression. The United States experienced an economic boom following the conclusion of World War II. Americans devoted much of their financial priorities to the war effort. Industries that had focused their efforts on war materials shifted to the production of consumer products. As a result of the increase in wartime jobs, Americans had savings with which to purchase new products, such as automobiles, televisions, and radios, which had not been available during the war. Advertising encouraged people to buy and an increasing consumerism dominated American culture. As consumers had more money to spend, service industries such as dry cleaners and restaurants expanded. The automobile and new highway system gave rise to motels and fast food restaurants. More consumer credit was available in the form of credit cards.

New technologies created new products, improved existing ones, and enticed consumers to buy new and improved products. Changes to the automobile such as automatic transmissions, radial tires, and power steering made them safer and easier to drive. Jet engines and pressurized cabins changed the airline industry by providing faster, more efficient air travel. Improved telephone service including long distance, and new televisions changed communication, strengthening national and international connections. Technologies, such as air conditioning, became more widely available, making the South a more attractive place to live and establish industries. Air conditioning also moved the family off the front porch and inside in front of the television.

It is not essential for students to know:

This indicator does not require that students be able to identify specific examples of pop culture or mass media, but rather understand their general impact on the culture of everyday American lives. Students do not need to be able to name famous housing developments such as Levittown.

This indicator does not require students to specifically identify new products and services produced following World War II. However, since students are required to summarize the changes that arise following World War II, it would be helpful if students could describe in general the types of products and services that came about following the war. Students do not need to understand why the credit card became available to help consumers to meet the demands

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of inflation nor do they have to understand how credit works. Students do not need to know how the workplace changes affected the growth of labor unions in the postwar period.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify multiple points of view or biases and ask questions that clarify those opinions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-5 The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.

Enduring Understanding:

The post–World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences. This Cold War affected all aspects of American life at home and abroad. To understand the impact of the Cold War, the student will . . .

Indicator:

5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, *Brown v. Board of Education*, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights Acts, and the Voting Rights Act.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In kindergarten, students were introduced to Dr. Martin Luther King, Jr. and the national holiday that celebrates his birth (K-3.2). In third grade, students summarized the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (*Briggs v. Elliott*) and other public facilities and the acceptance of African Americans’ right to vote (3-5.5).

In seventh grade, students will compare features of nationalist and independence movements in different regions in the post–World War II period, including Mohandas Gandhi’s role in the nonviolence movement for India’s independence and the emergence of nationalist movements in African and Asian countries (7-6.2). In eighth grade, students will analyze the movement for civil rights in South Carolina including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges; and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre (8-7.2).

In United States History and the Constitution, students will analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality (USHC-8.1).

It is essential for students to know:

The progression of the civil rights movement in the United States began with abolition and emancipation, continued throughout the late nineteenth and twentieth centuries, and continues today. Students have learned about the constitutional amendments that abolished slavery as well as the various struggles faced by African Americans in the years between the Civil War and World War II. Many Jim Crow policies came into being following the *Plessy v. Ferguson* Supreme Court case of 1896 which established the doctrine of “separate-but-equal.” Although the “separate” portion of the doctrine was followed, evidence of the “equal” side rarely

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materialized. From that time, many Americans pressed for continued improvement in the area of civil rights with limited success, including Booker T. Washington, W.E.B. Dubois, Ida B. Wells Barnett, and Marcus Garvey.

World War II changed the landscape for civil rights in America. The contribution of African Americans to the war effort helped to bring about the desegregation of the United States military. Although African Americans fought in segregated units during the war, many died for their country just as white soldiers did. However, African Americans returned from war to a country racially divided. Upon the war's conclusion, African Americans faced many instances of prejudice and discrimination. President Harry S. Truman, in his role as Commander-in-Chief of the military, ordered the desegregation of the army [1948], however, he could not order the end to all discrimination.

In 1954, the United States Supreme Court declared the practice of school segregation unconstitutional in its landmark *Brown v. Board of Education* decision. According to the Supreme Court, the schools were to be integrated "with all deliberate speed." With "deliberate speed" open for interpretation, the process of integrating the public schools was in fact deliberate but far from speedy. Students should be able to explain how over the course of the next fourteen years from the *Brown* decision, until the assassination of Martin Luther King, Jr. in 1968, the civil rights movement gained momentum.

The civil rights movement experienced several leaders, including King, Rosa Parks, and Malcolm X, who utilized a variety of strategies to bring attention to the struggle of African Americans to achieve equal rights. Students should already have an understanding of Dr. King. They should be able to describe the nonviolent philosophy of Dr. King and others who protested many injustices through marches and boycotts. Included in this discussion of civil rights activities should be the roles of Rosa Parks and the Montgomery Women's Association in the bus boycott in Montgomery, Alabama; the sit-ins at segregated lunch counters; and the Freedom Rides. These activities educated the general public and gained sympathy from many Americans, including President John F. Kennedy, because television brought the abuses of Jim Crow into living rooms across the country. Kennedy proposed a civil rights bill to Congress. Following the assassination of President Kennedy, several laws were passed by Congress banning segregation in public places and protecting the right of all Americans to vote during the mid-1960s. Malcolm X believed that change was not happening quickly enough. He did not believe that white Americans would ever support equal rights for African Americans and encouraged his followers to rely on themselves as opposed to newly passed civil rights laws. Later Malcolm X believed that true equality would not be fully achieved without white citizens working together with African Americans. Both Malcolm X and Dr. King were assassinated during the last half of the 1960s.

In 1964 Congress passed the Civil Rights Act which prohibited discrimination in public places and provided for the integration of schools and other public facilities. The Civil Rights Act also made employment discrimination illegal. Passage of the Voting Act of 1965 was a pivotal moment in the Civil Rights Movement. President Johnson signed the Voting Act of 1965 into law on August 6, 1965. This law placed a nationwide prohibition against the denial of the right to vote based on the literacy tests. The Act contained special enforcement policies that focused on

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those areas of the country where Congress believed the potential for discrimination to be the greatest.

It is not essential for students to know:

It is not essential for students to know the date of the *Brown v. Board of Education* decision (1954). Students do not need to remember the dates and details about civil rights events such as the lunch counter sit-ins, the Birmingham campaign, or the Selma March. Although the substance of these laws is required, students are not required to recall the names and dates of the various pieces of civil rights legislation passed by Congress (Civil Rights Act of 1964 and the Voting Rights Act of 1965). It is not necessary for students to recall the dates or locations of the assassinations of Dr. King or Malcolm X.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and describe cause-and-effect relationships.
- Identify multiple points of view or biases and ask questions that clarify those opinions.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-5 The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.

Enduring Understanding:

The post–World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences. This Cold War affected all aspects of American life at home and abroad. To understand the impact of the Cold War, the student will . .

Indicator:

5-5.4 Explain the international political alliances that impacted the United States in the latter part of the twentieth century, including the United Nations, the North Atlantic Treaty Organization (NATO), and the Organization of Petroleum Exporting Countries (OPEC).

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

All concepts associated with the international political alliances in the latter half of the twentieth century are new for fifth grade students.

In seventh grade, students will summarize the summarize the impact of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, and the Warsaw Pact on the course of the Cold War (7-5.2).

In United States History and the Constitution, students will summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements, and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008 (USHC-8.5). Students will also summarize America’s role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism (USHC-8.6).

It is essential for students to know:

Political alliances and policies impacted the United States during the latter part of the twentieth century. As a result of World War II, many nations wanted to avoid war in the future. Representatives from fifty nations met to establish a new organization called the United Nations. The purpose of the United Nations was to find peaceful solutions to international issues. The United Nations provides a forum for debating world issues and a means for policing local conflicts while encouraging standards of humanitarian behavior. The United Nations includes a General Assembly and the Security Council. Permanent members of the Security Council were the allies of World War II.

The North Atlantic Treaty Organization (NATO) is a military alliance that was originally established in response to the growing threat of the Soviet Union following World War II. The original members included Western European nations, the United States and Canada but membership has grown to twenty-six nations including Eastern European nations formerly part

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of the Soviet bloc. Each member of NATO agreed to defend each other should the Soviet Union attack. In most cases, the United States seeks the support of NATO and/or the United Nations before becoming directly involved in international conflicts.

As a nation, the United States relies on a large amount of oil. The United States must import much of this oil from other countries. OPEC, the Organization of Petroleum Exporting Countries, was organized by the nations of the world who produce petroleum products. This organization plays a major role in determining the rate of petroleum production as well as the price of their products. The United States must work together with OPEC to ensure that Americans receive the petroleum products necessary to sustain our level of usage. The energy crisis of the 1970s was evidence of the necessary cooperation between these entities.

It is not essential for students to know:

Students do not need to know the specific countries associated with NATO, the United Nations, or OPEC. Students do not need to know the specific date of origin of each organization or the location of its headquarters. They do not need to know any specific regions of the world in which these organizations have recently operated. They do not need to know that NATO was developed in response to the testing by the USSR of an atomic bomb or that the Soviets then established their own alliance system, known as the Warsaw Pact.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and describe cause-and-effect relationships

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpreting

Exemplifying

Classifying

Summarizing

Inferring

Comparing

Explaining

or any verb from the **Remember** cognitive process dimensions.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-6: The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

Enduring Understanding:

Since the dissolution of the Soviet Union in 1992 and the advent of the computer age, the world has become more globally interdependent. To understand the world today and the roles of an informed participatory citizen, the student will . . .

Indicator:

5-6.1 Summarize the changes in world politics that followed the collapse of the Soviet Union and the end of Soviet domination of eastern Europe.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

The concepts associated with the fall of the communist states as well as the other areas of United States involvement throughout the world are new for fifth grade students.

In seventh grade, students will summarize the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU) (7-6.1).

In World History, students will study the impact the collapse of the Soviet Union and communist governments in Eastern Europe had on the people and geopolitics of Eurasia, including the balkanization of Yugoslavia, the reunification of Germany, and the creation of the new republics in Central Asia (MWH 8.6).

In United States History and the Constitution, students will learn about America's role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism (USHC-8.6).

It is essential for students to know:

In the years following World War II, the Cold War between the United States and the Soviet Union required that the United States take an increasingly active role in world affairs in order to contain communism. In order to carry out the policy of containment, the United States assisted in the rebuilding of Europe through the Marshall Plan and its defense through the North American Treaty Organization (NATO). The United States provided military protection and supported the economic development of its World War II enemies, Germany and Japan, in order to contain the USSR. The United States fought wars in Asia to prevent the spread of communism as part of the policy of containment. The Korean War resulted in a stalemate, while the Vietnam War ended in the communist takeover of that nation. In Latin America, the United States attempted to contain the spread of communism by isolating Cuba and supporting dictators who were pro-American. In the Middle East, the United States guaranteed the right of Israel to exist and warned the Soviet Union not to become involved [Eisenhower Doctrine] in disputes in the region. Both the United

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States and the Soviet Union developed nuclear weapons and space technology in order to protect themselves from each other and became the world's military "superpowers."

With the collapse of the Soviet Union in the early 1990s, the United States was left as the sole economic, diplomatic, and military superpower. Today the United States' economic position is being called into question by changes due to globalization of trade. Diplomatically, other countries are questioning the United States' unilateral decisions that have global implications such as the war in the Middle East, energy policy, and global warming. The military resources of the United States are being stretched to their capacity as a result of the continuing commitments of the Cold War and commitments of the war on terrorism in Afghanistan and Iraq.

It is not essential for students to know:

Students do not need to be able to recall all of the personalities, locations, and events of World War I or II, or the collapse of the Soviet Union, except those that are listed in previous indicators in fifth grade.

Social Studies Literacy Skills for the Twenty First Century:

- Demonstrate responsible citizenship within local, state, and national communities.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-6 The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

Enduring Understanding:

Since the dissolution of the Soviet Union in 1992 and the advent of the computer age, the world has become more globally interdependent. To understand the world today and the role of an informed participatory citizen, the student will . . .

Indicator:

5-6.2 Identify places in the world where the United States is involved in humanitarian and economic efforts, including the Middle East, the Balkans, Central America, Africa, and Asia.

Taxonomy Level: Remember/ Factual Knowledge -1/A

Previous/future knowledge:

The concepts associated with the fall of the communist states as well as the other areas of United States involvement throughout the world are new for fifth grade students.

In grade seven, students will learn about the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (7-6).

In World History, students will explain the rationale of the development of supranational organizations for example: the United Nations, the European Union, the African Union, and the Organization of American States (MWH-8.2). In United States History and the Constitution, the students will summarize America's role in the changing world, including the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism (USHC-8.6).

It is essential for students to know:

Students should be able to identify the Middle East, Central America, Africa, and Asia on a map. The indicator implies that students should know these regions because of United States' political involvement, so it is important that students understand why and how the United States was/is involved in these regions.

The United States is involved in the Middle East [Saudi Arabia, Iran, and Iraq] because of this region's reserves of oil and the United States economic dependence on oil. Religion (Islam, Judaism, and Christianity) has also played a role in the conflict in the Middle East and in the role of the United States in the region [Israel]. As a result of the atrocities of World War II against the Jews, the United States supports the Jewish state of Israel through diplomatic recognition and military aid. Opposition to the state of Israel by the Palestinians, who are Muslims, has led to wars and terrorist activities in the region. When Iraq invaded Kuwait to take their oil fields in the early 1990s, the United States led the international community in its liberation of Kuwait. The presence of the American military in the Muslim country of Saudi Arabia in preparation for this war led to increased activity of the Al Qaeda terrorist group against the United States. Al Qaeda masterminded the attack on the World Trade Center on September 11, 2001. This led the United States to overthrow the governments of Afghanistan, which was harboring Al Qaeda, and Iraq, which the United States mistakenly believed was developing weapons of mass destruction. The

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United States continues to support the creation of democratic governments in Afghanistan and Iraq with American troops and to support Israel's right to exist.

The United States has been involved in Central America [Mexico] and the Caribbean [Haiti and Cuba] since the nineteenth century. American economic investments in the region led to American military interests and involvement. The United States has a military base at Guantanamo Bay in Cuba. Immigrants from Central American and Caribbean countries regions have impacted American policy. The United States has limited its involvement to diplomacy and humanitarian aid to drought stricken and war-torn areas in Africa [Somalia, Darfur]. The United States took a military and diplomatic leadership role in stopping the human rights violations and ethnic cleansing in the Balkan region of Europe [Serbia and Croatia].

The United States has also been involved in Asia, the Far East [China], the near east [Russia] and southwest Asia [Afghanistan]. The Chinese economy is quickly increasing to rival the United States' economy and United States trade relations with China are of concern. Russia also represents a growing economy and a nuclear power. The United States continues to have troops in Afghanistan.

It is not essential for students to know:

This indicator is not intended to be a survey of current events. A general understanding of the major issues affecting the United States and its relationship with many nations throughout the world is the goal. Knowledge of specific countries is not required and will not be specifically tested. Including the countries with a brief discussion of the events associated with each gives relevance to the process of identifying the region on a map.

Social Studies Literacy Skills for the Twenty-first Century:

- Explain his or her relationship to others in American society and culture.
- Demonstrate responsible citizenship within local, state, and national communities.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognizing

Recalling

GRADE 5
United States Studies: 1865 to the Present

Standard 5-6 The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

Enduring Understanding:

Since the dissolution of the Soviet Union in 1992 and the advent of the computer age, the world has become more globally interdependent. To understand the world today and his or her role as an informed participatory citizen, the student will . . .

Indicator:

5-6.3 Explain the impact of the September 11, 2001 terrorist attacks on the United States, including the wars in Iraq and Afghanistan and the home-front responses to terrorism.

Taxonomy Level: Understand/ Conceptual Knowledge - 2/B

Previous/future knowledge:

All concepts associated with the impact of September 11, 2001, terrorist attacks on the United States, including the wars in Iraq and Afghanistan and the home-front responses to terrorism are new for fifth grade students.

In seventh grade, students will explain the ongoing conflicts in the Middle East, including the Persian Gulf War, the terrorist attack on September 11, 2001, and the wars in Iraq and Afghanistan (7-6.3).

In United States History and the Constitution, students will understand the role of America in the dissolution of the Soviet Union, the expansion of the European Union, the continuing crisis in the Middle East, and the rise of global terrorism (USHC – 8.6).

It is essential for students to know:

As a result of the attacks of September 11, 2001, the United States has taken an increasingly active and leading role in addressing the issue of global terrorism. Centering its attention on the terrorist group known as Al Qaeda, led by Osama bin Laden, the United States has directed its efforts by taking military action in Afghanistan, against the Taliban government suspected of protecting bin Laden, and against the Iraqi dictator Saddam Hussein, who was suspected of developing weapons of mass destruction. The Taliban government in Afghanistan was defeated and a newly elected democratic government began a new era. The Saddam Hussein-led government in Iraq was defeated and no weapons of mass destruction have been found. Saddam Hussein was put to death by the Iraq government. Osama bin Laden was killed in a surprise attack by American military Special Forces in 2011. Free elections were held in Iraq; however, the fighting between rival factions of Islamic militants continues to threaten the stability of the new democratic government. As of the spring of 2012 [the date of this writing], the United States continues to be committed with both military and diplomatic efforts to the establishment of democratic governments in each nation and to the rebuilding process in Afghanistan and Iraq.

Response on the home-front changed life for Americans. A new governmental agency called, “Homeland Security”, was put into place by President George W. Bush. This system led to

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increased security for domestic safety (especially in areas of public facilities) and international travel, as the mission of Homeland Security is to prevent terrorist attacks within the United States; reduce the vulnerability of the United States to terrorism; and minimize the damage, and assist in the recovery, from terrorist attacks that do occur within the United States.”

It is not essential for students to know:

Since this indicator requires some understanding of current events, it is essential that students understand that conditions described in the ‘essential to know’ may have changed since they were written. Students will not be tested on any changes that were not addressed in the ‘essentials to know’. Although students do not need to memorize a definition of terrorism, they should understand that terrorism is a term used to describe violence or other harmful acts committed or threatened against citizens by groups of persons for political or ideological goals. Students do not need to know specific events that have been prevented because of homeland security. Students are not required to name specific examples such as the “Underwear Bomber” or the “Shoe Bomber”, but the teacher may include these examples to show how the added security has prevented other acts of terrorism.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain his or her relationship to others in American society and culture.
- Demonstrate responsible citizenship within local, state, and national communities.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 5
United States Studies: 1865 to the Present

Standard 5-6: The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

Enduring Understanding:

Since the dissolution of the Soviet Union in 1992 and the advent of the computer age, the world has become more globally interdependent. To understand the world today and the role of an informed participatory citizen, the student will . . .

Indicator:

5-6.4 Explain how technological innovations have changed daily life in the United States, including the changes brought about by computers, satellites, and mass communication systems.

Taxonomy Level: Understand/ Conceptual Knowledge - 2/B

Previous/future knowledge:

All concepts associated with the technological innovations that have changed daily life in the United States since the early 1990s are new for fifth grade students. Students have studied how the Industrial Revolution was furthered by 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 also identified prominent inventors and scientists of the period and summarized their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein (5-3.2). Fifth grade students summarized changes in daily life in the boom period of the 1920s, including the improved standard of living and the popularity of new technology such as automobiles, airplanes, radio, and movies (5-3.4). Students summarized changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology (5-4.4).

In seventh grade, students will explain the significance and impact of the information, technology, and communication revolutions, including the role of television, satellites, computers, and the Internet (7-6.5).

It is essential for students to know:

As technological advances are made, culture changes. The technological impact on the culture and daily lives of people is woven throughout history. Just as the introduction of radio in the 1920s and the prevalence of television in the 1950s impacted the daily life of Americans, significant developments in technology have changed the daily lives of Americans since the early 1990s. Improvements in the area of computers, electronics, satellites, and global communication systems have changed the way that Americans communicate with one another and with others around the world. This worldwide and rapid communication has opened up avenues of trade that include services as well as faster trade in goods. This increasing global trade has had an impact on the American economy as Americans compete for jobs with others around the world. Some American industries have downsized as operations are moved to countries where labor costs are cheaper. This has severely impacted the daily lives of those who have lost jobs and status. Technological advances have also increased in the area of personal entertainment such as personal computers, iPads/tablets, the Internet, cellular/smart phones,

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email, social networking sites, personal digital assistant (PDAs), digital music players (iPod/mp3), and satellite television and radio. These advances have brought about some cultural conflict as traditional cultures resist the encroachment of American values and American products and entertainment on their traditional societies.

It is not essential for students to know:

This indicator does not require that students be able to identify any specific innovation by name or brand.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain his or her relationship to others in American society and culture.
- Demonstrate responsible citizenship within local, state, and national communities.
- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

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Standard 5-6 The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

Enduring Understanding:

Since the dissolution of the Soviet Union in 1992 and the advent of the computer age, the world has become more globally interdependent. To understand the world today and the role of an informed participatory citizen, the student will . . .

Indicator:

5-6.5 Identify examples of cultural exchanges, including those in food, fashion, and entertainment, that illustrate the growing global interdependence between the United States and other countries.

Taxonomy Level: Remember/Factual Knowledge - 1/A

Previous/future knowledge:

In first (1-1.4) and second grades (2-4.2), students began to compare the daily lives of American citizens with those of other communities throughout the world.

In eighth grade, students will summarize key economic issues in present-day South Carolina, including the decline of the textile industry, the state's continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy (8-7.4).

In World History, students will evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH-8.7). In Economics, students will explain how the rise of a global marketplace contributes to the well-being of all societies but the benefits derived from globalization are unequal (ECON-4.3).

It is essential for students to know:

Examples of cultural exchange between the United States and other countries must include examples of the sharing of American culture with the rest of the world and contributions of other world cultures to America. An exclusive concentration on what others have borrowed from America will reinforce American ethnocentrism and undermine a balanced understanding of America's place in the worldwide community.

Music includes the development and spread of American jazz, rock and roll, country, and American musical theater. These "American" musical genres were heavily influenced by other world cultures. The creation of American jazz is the result of African Americans sharing of their cultural heritage and was transferred to Europe during World War I. Rock and roll developed from jazz and the blues but was heavily influenced by the Beatles and other rock groups that originated in England. Country music developed in the colonial backcountry that was heavily

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settled by the Scots-Irish who brought their musical traditions with them. Americans enjoy classical music which had its origins in Europe. Many immigrants continue to enjoy the music of their native cultures.

In fashion, the most important example of the influence of American popular culture is the prevalence and popularity of blue jeans throughout the world. These are thoroughly American and originated during the California Gold Rush. American movie stars help spread the popularity of other fashions, however, high fashion is still heavily influenced by European designers.

American foods are the result of adaptation from the cultures of immigrants to the United States. There is no truly authentic American food despite the saying “American as apple pie,” except for perhaps corn which the Native Americans cultivated. American fast food companies have heavily influenced other cultures. McDonald’s, Kentucky Fried Chicken, Taco Bell, Coca Cola and many other American fast food restaurants can be found in many places around the world. Since the 1920s, American movies and television have spread American culture around the world. This has caused some misperceptions about typical American experiences. Some countries in the Middle East ban American movies because their R-rated content offends their religious and moral values. Some “American” movie stars hail from many other English-speaking countries including England, Scotland, Australia, and Canada. Other nations are developing their own movie productions which reflect their cultural values such as the Indian film industry in Bollywood. Ideas for television shows have originated in other parts of the world and spread to the United States. For example, some reality shows and some game shows were started in other parts of the world.

Although not specifically mentioned in the indicator, sports are an important part of American popular culture. A version of stick ball, which Americans call baseball, has transferred to other cultures, particularly to Japan, as a result of the American occupation after World War II. Basketball has also been adopted around the world. Most of the world still prefers soccer to American football and soccer is becoming increasingly popular in the United States.

Although the United States continues to be a leading world economic power, this role is being challenged by an increase in the worldwide globalization of trade. Globalization allows for people and products to freely travel from one nation to another. The economies of many nations are greatly affected by one another. One example is that labor costs are lower in some parts of the world and therefore companies are able to produce goods at lower costs in developing countries. Consequently, some countries lose jobs as other countries gain them. The North American Free Trade Agreement (NAFTA), the European Union (EU), and the rising influence of China are examples of globalization that have helped to increase international trade but have had a negative impact on some industries and jobs in the United States.

It is not essential for students to know:

Students do not need to be able to identify specific figures in music, fashion, food, television, movies, sports, or any other area of popular culture. Students are asked to make the connection that American culture has an influence throughout the world, identify ways in which that influence is spread, and understand that nations often share popular culture with other areas of the world. This indicator does not require students to be able to identify the various products that

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are freely traded throughout the world. It does not require them to recall the nations who signed NAFTA (United States, Canada, and Mexico) or the many members of the European Union.

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- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognizing

Recalling

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Standard 5-6 The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

Enduring Understanding:

Since the dissolution of the Soviet Union in 1992 and the advent of the computer age, the world has become more globally interdependent. To understand the world today and the role of an informed participatory citizen, the student will . . .

Indicator:

5-6.6 Identify issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

In first grade, students identified various natural resources (e.g., water, animals, plants, minerals) around the world (1-1.3). The students also compared the ways people use land and natural resources in different settings around the world (1-1.4). In second grade, students learned about changes that have occurred in the local community over time, including changes in the use of land, and in the way people earn their living (2-1.4). In third grade, students explained interactions between the people and the physical landscape of South Carolina over time, patterns of migration, access to natural resources, and economic development (3-1.3).

In grade seven, students will summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment (7-6.6).

It is essential for students to know:

Humans alter the physical environment and these changes have consequences. Students should be able to make a causal connection between human actions and their short term and long term effects on the environment. Examples might include the production of oil, natural gas, and petroleum products; coal mining; increasing urban population and consumerism; and the expansion of transportation networks, including the prevalence of and impact of automobiles. Each of these activities involves the creation of byproducts that contribute to pollution of the environment. Pollutants contribute to air and water pollution, impact the atmosphere, and contribute to global warming. Global warming has resulted from the hole in the ozone layer caused by pollutants and led to the melting of the polar ice caps. Concerns about global warming and about the worldwide extinction of plants and animals have prompted conservation efforts. Recycling is now a common concept that is implemented in homes and school across the nation. Recycling centers are easily accessible and the public is encouraged to use these facilities. These concerns have led to a “Going Green” initiative in the United States that is welcome, albeit tardy on the world stage. Going Green can and has included items such as cars and building materials

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used in homes as Americans are realizing the more resources used and the more pollution than others in industrialized nations is created and significant policy changes should be in order.

Increases in world population and the demand this places on limited world resources has resulted in an increased awareness that Americans use more resources and create more pollution than most others in industrialized nations. With the abundant use and depletion of our natural resources, America has become dependent upon other countries to provide us with essentials, such as oil. Because these environmental impacts have occurred throughout American history, they may be discussed as a natural result of historical changes such as the industrialization of the late nineteenth century or in the post-World War II period of expanding population and consumerism.

It is not essential for students to know:

Students do not need to be able to identify specific people, events, or locations. It is not essential for students to understand each of the unique dynamics associated with the various methods humans use to alter the physical environment. Understanding the consequences of these decisions is of utmost importance. Students do not need to understand the arguments of the opponents of the importance of global warming, nor do they need to know about the international attempts to address these concerns such as the Kyoto Treaty.

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- Identify the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments *could* require students to be able to:

Remember

Recognizing

Recalling