

SETTLEMENT

STANDARD 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

3-2.6: Summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina.

STANDARD 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.3: Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity.

4-2.4: Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles.

STANDARD 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.3: Summarize the history of European settlement in the Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony.

8-1.5: Summarize the significant changes to South Carolina's government during the colonial period, including the proprietary regime and the period of royal government, and the significance of the Regulator movement.

8-1.6: Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism.

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

- Charles Towne Landing State Historic Site, Charleston
843-852-4200
<http://www.southcarolinaparks.com/ctl>
- Childsbury Towne Heritage Preserve, Moncks Corner
803-734-3893
https://www.dnr.sc.gov/mlands/managedland?p_id=29
- Colonial Dorchester State Historic Site, Summerville
843-873-1740
<http://www.southcarolinaparks.com/colonialdorchester/>
- Drayton Hall, Charleston
843-769-2600
<http://draytonhall.org/>

- Hanover House, Clemson
864-656-5896
<http://www.clemson.edu/about/history/properties/hanover/>
- Living History Park, North Augusta
803-979-9776
<http://www.colonialtimes.us/>
- Middleton Place, Charleston
843-556-6020
<https://middletonplace.org/>
- Oconee Station State Historic Park, Walhalla
864-638-0079
<http://www.southcarolinaparks.com/oconeestation>
- Poinsett Bridge Heritage Preserve, Travelers Rest
803-734-3893
https://www.dnr.sc.gov/mlands/managedland?p_id=39
- Powder Magazine, Charleston
843-722-9350
<http://www.powdermag.org/>
- Rice Museum, Georgetown
843-546-7423
<http://www.ricemuseum.org>
- Walnut Grove Plantation, Roebuck
864-576-6546
<http://www.spartanburghistory.org/walnutgrove.php>

NATIVE AMERICANS

STANDARD 2-1: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

2-1.3: Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States.

STANDARD 3-2: The student will demonstrate an understanding of exploration and settlement of South Carolina and the United States.

3-2.4: Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina.

3-2.5: Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans.

STANDARD 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.2: Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern.

4-2.7: Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indians Wars, slave revolts, Native American wars, and trade.

STANDARD 4-5: The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

4-5.4: Explain how territorial expansion and related land policies affected Native Americans, including their resistance to Americans' taking over the land, breaking treaties, and massacring the Native American people; the Indian Removal Act of 1830; and the Seminole Wars.

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

5-2.5: Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement.

STANDARD 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.1: Summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features, and their relationships with other nations.

8-1.2: Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War.

- Althmaha Towne Heritage Preserve, Beaufort
803-734-3893
https://www.dnr.sc.gov/mlands/managedland?p_id=25
- Botany Bay Plantation Heritage Preserve/Wildlife Management Area
803-734-3893
https://www.dnr.sc.gov/mlands/managedland?p_id=57
- Caw Caw Nature and History Interpretive Center, Ravenel
843-889-8898
<http://www.ccprc.com/>
- Catawba Cultural Preservation Center, Rock Hill
803-328-2427
<https://sites.google.com/site/catawbaculturalpreservation/>
- Congaree Creek Heritage Preserve, Cayce
803-734-3893
https://www.dnr.sc.gov/mlands/managedland?p_id=30
- Edisto Beach State Park, Edisto Island

843-869-4428

<http://www.southcarolinaparks.com/edistobeach/>

- Museum of the Cherokee in South Carolina (coming soon)
<http://www.cherokeemuseumsc.org/>
- Native American Studies Center, Lancaster
803-313-7445
<http://usclancaster.sc.edu/NAS/index.html>
- Pacolet River Heritage Preserve, Spartanburg
803-734-3893
https://www.dnr.sc.gov/mlands/managedland?p_id=38
- South Bluff Heritage Preserve, Ladys Island
803-734-3893
https://www.dnr.sc.gov/mlands/managedland?p_id=40

THE AMERICAN REVOLUTION AND CONSTITUTION

STANDARD 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

STANDARD 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

STANDARD 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

STANDARD 8-2: The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina's part in the development of that nation.

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

- Andrew Jackson State Park, Lancaster
803-285-3344
<http://www.southcarolinaparks.com/andrewjackson/>
- Charles Pinckney National Historic Site, Mount Pleasant
843-881-5516
<http://www.nps.gov/chpi/index.htm>
- Cowpens National Battlefield, Gaffney
864-461-7795
<http://www.nps.gov/cowp/index.htm>
- Drayton Hall, Charleston
843-769-2600
<http://draytonhall.org/>

- Fort Moultrie National Monument, Sullivan's Island
843-883-3123
<http://www.nps.gov/fosu>
- Hampton Plantation State Historic Site, McClellanville
843-546-9361
<http://southcarolinaparks.com/hampton/>
- Historic Brattonsville, McConnells
803-684-2327
<http://chmuseums.org/brattonsville/>
- Historic Camden Revolutionary War Site, Camden
803-432-9841
<http://www.historic-camden.net/>
- Heyward Washington House, Charleston
843-722-2996
<http://www.charlestonmuseum.org/heyward-washington-house>
- Hopsewee Plantation, Georgetown
843-546-7891
<http://hopswee.com/>
- Kings Mountain National Military Park, Highway 216
864-936-7921
<http://www.nps.gov/kimo/index.htm>
- Old Exchange and Provost Dungeon, Charleston
843-727-2165
<http://oldexchange.org/>
- Musgrove Mill State Historic Site, Clinton
864-938-0100
<http://www.southcarolinaparks.com/musgrovemill>
- Ninety Six National Historic Site, Ninety Six
(864) 543-4068
<http://www.nps.gov/nisi/index.htm>
- South Carolina Confederate Relic Room and Military Museum, Columbia
803-737-8095
<http://www.crr.sc.gov/>
- Walnut Grove Plantation, Roebuck
864-576-6546
<http://www.spartanburghhistory.org/walnutgrove.php>

SLAVERY

STANDARD 3-2: The student will demonstrate an understanding of exploration and settlement of South Carolina.

3-2.7: Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority.

STANDARD 3-4: The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events.

3-4.1: Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans.

3-4.2: Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery and economic dependence on slavery.

STANDARD 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.5: Summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods – rice, indigo, sugar, tobacco, and rum, for example – that were exchanged among the West Indies, Europe, and the Americas.

4-2.6: Explain the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages.

STANDARD 4-5: The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

STANDARD 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.4: Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population.

STANDARD 8-3: The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

8-3.1: Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin.

- Aiken-Rhett House, Charleston
843-723-1159
<http://www.historiccharleston.org/experience/arh/>
- Ashtabula Plantation, Central

864-646-7249
<http://www.pendletonhistoricfoundation.org/>

- Boone Hall Plantation, Mount Pleasant
843-884-4371
<http://boonehallplantation.com/>
- Brookgreen Gardens, Murrells Inlet
843-235-6000
<http://brookgreen.org/>
- Caw Caw Nature and History Interpretive Center, Ravenel
843-889-8898
<http://www.ccprc.com/>
- Charles Pinckney National Historic Site, Mount Pleasant
843-881-5516
<http://www.nps.gov/chpi/index.htm>
- Drayton Hall, Charleston
843-769-2600
<http://draytonhall.org/>
- Fort-Hill, Home of John C. Calhoun, Clemson
864-656-5896
<http://www.clemson.edu/about/history/properties/fort-hill/>
- Hampton Plantation State Historic Site, McClellanville
843-546-9361
<http://southcarolinaparks.com/hampton/>
- Hewn Timber Cabins, Florence
843-661-1311
<http://departments.fmarion.edu/publicaffairs/hewntimbercabins/>
- Historic Brattonsville, McConnells
803-684-2327
<http://chmuseums.org/brattonsville/>
- Hopsewee Plantation, Georgetown
843-546-7891
<http://hopswee.com/>
- Kensington Plantation, Eastover
803-353-0456
<http://www.kensingtonmansion.org/>

- Magnolia Plantation, Charleston
843-571-1266
<http://www.magnoliaplantation.com/>
- Middleton Place, Charleston
843-556-6020
<https://middletonplace.org/>
- Old Slave Mart Museum, Charleston
843-958-6467
<http://www.charlestoncity.info/dept/content.aspx?nid=1469>
- Redcliffe Plantation State Historic Site, Beech Island
803-827-1473
<http://www.southcarolinaparks.com/redcliffe/>
- Slave Relic Museum, Walterboro
843-549-9130
<http://www.slaverelics.org/>
- Woodburn Plantation, Pendleton
864-646-7249
<http://www.pendletonhistoricfoundation.org/>
- York W. Bailey Museum at Penn Center, St. Helena Island
843-838-2474
<http://www.penncenter.com/>

CIVIL WAR

STANDARD 3-4: The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events.

STANDARD 4-6: The student will demonstrate an understanding of the Civil War and its impact on America.

STANDARD 8-3: The student will demonstrate an understanding of the American Civil War – its causes and effects and the major events that occurred during that time.

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

- Burt-Stark Mansion, Abbeville
864-366-0166
<http://www.burt-stark.com/>
- Confederate Museum, Charleston
864-723-1541
<http://www.csa-scla.org/articles/ConfederateMuseum.htm>

- Florence Stockade, Florence
- Fort Howell, Hilton Head Island
- Fort Lamar Heritage Preserve, Charleston
803-734-3893
https://www.dnr.sc.gov/mlands/managedland?p_id=34
- Fort Sumter National Monument, Charleston
843-883-3123
<http://www.nps.gov/fosu/index.htm>
- The Hunley, North Charleston
843-743-4865
<http://www.hunley.org/>
- Museum and Library of Confederate History, Greenville
864-421-9039
- Redcliffe Plantation State Historic Site, Beech Island
803-827-1473
<http://www.southcarolinaparks.com/redcliffe/>
- Rivers Bridge State Historic Site, Ehrhardt
803-267-3675
<http://www.southcarolinaparks.com/riversbridge>
- Rose Hill Plantation State Historic Site, Union
864-427-5966
<http://www.southcarolinaparks.com/rosehill/>
- South Carolina Confederate Relic Room and Military Museum, Columbia
803-737-8095
<http://www.crr.sc.gov/>
- South Carolina State House, Columbia
803-734-2430
<http://scstatehouse.gov/>
- Stumphouse Mountain Heritage Preserve, Walhalla
864-638-4343
https://www.dnr.sc.gov/mlands/managedland?p_id=16
- War Between the States Museum, Florence
843-669-1266
<http://peedeerifles.homestead.com/wbtsmuseum.html>

AFRICAN AMERICANS AFTER EMANCIPATION

STANDARD 2-1: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

2-1.3: Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States.

STANDARD 3-2: The student will demonstrate an understanding of exploration and settlement of South Carolina and the United States.

3-2.7: Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority.

STANDARD 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

3-5.2: Summarize the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole.

3-5.6: Summarize 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.

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

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.

5-5.3: Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, and Malcolm X.

STANDARD 8-4: The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

STANDARD 8-7: The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

8-7.4: Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement.

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

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

- Billie Burn Museum/Rob Kennedy Trail, Daufuskie Island
<http://daufuskieislandhistoricalfoundation.org/>
- Bonds Conway House, Camden

803-425-1123

<http://www.kershawcountyhistoricalsociety.org/bonds.htm>

- Boone Hall Plantation, Mount Pleasant
843-884-4371
<http://boonehallplantation.com/>
- Brookgreen Gardens, Murrells Inlet
843-235-6000
<http://brookgreen.org/>
- Cypress Gardens, Moncks Corner
843-553-0515
<http://www.cypressgardens.info/>
- Freewoods Farm, Myrtle Beach
843-650-9139
<http://www.freewoodsfarm.com/>
- Magnolia Plantation, Charleston
843-571-1266
<http://www.magnoliaplantation.com/>
- Mann-Simons Cottage, Columbia
803-252-1770
<http://historiccolumbia.org/site/visit/houses/manssimons-site/overview/index>
- Mitchelville Freedom Park, Hilton Head
843-681-7066
<http://www.mitchelvillepreservationproject.com/>
- Southern African American Heritage Center, Cheraw
843-921-9989
<http://www.southernaaheritagecenter.org/>
- York W. Bailey Museum at Penn Center, St. Helena Island
843-838-2474
<http://www.penncenter.com/>

LATE NINETEENTH AND EARLY TWENTIETH CENTURY

STANDARD 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

3-5.1: Summarize developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns.

3-5.5: Explain the effects of the Great Depression and the New Deal on daily life in South Carolina, including the widespread poverty and unemployment and the role of the Civilian Conservation Corps.

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

5-2.3: Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment.

STANDARD 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

STANDARD 7-5: The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.

7-5.3: Explain the worldwide depression that took place in the 1930s, including the economic crash of 1929 and political responses to the depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain.

STANDARD 8-6: The student will demonstrate an understanding of South Carolina's development during the early twentieth century.

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

STANDARD GS-5: The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that took place throughout the world during the early twentieth century.

GS-5.3: Explain the impact of the Great Depression and political responses in Germany, Britain, and the United States, including Nazism, Facism, retrenchment, and the New Deal.

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

USHC-7.4: Explain the causes and effects of the stock market crash of 1929 and the Great Depression.

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

- Atalaya/Huntington Beach State Park, Murrells Inlet
843-237-4440
<http://www.southcarolinaparks.com/huntingtonbeach/>
- Central Railway Museum, Central
<http://www.crmha.org/museum.html>
- Collins Ole Towne, Central
864-639-2618

<http://www.centralheritage.org/town.htm>

- Railroad Historical Center, Greenwood
864-229-7093

- South Carolina Railroad Museum, Winnsboro
803-712-4135
<http://www.scrm.org/>

- South Carolina Tobacco Museum, Mullins
843-464-8194
<http://www.mullinssc.us/sctobaccomuseumindex.html>

- Woodrow Wilson Family Home, Columbia
803-252-7742
<http://www.woodrowwilsonhome.com/>

- The CCC created 16 state parks:
 - Aiken State Park, Windsor
803-649-2857
<http://www.southcarolinaparks.com/aiken/>

 - Barnwell State Park, Blackville
803-284-2212
<http://www.southcarolinaparks.com/barnwell/>

 - Cheraw State Park, Cheraw
843-537-9656
<http://www.southcarolinaparks.com/cheraw/>

 - Chester State Park, Chester
803-385-2680
<http://www.southcarolinaparks.com/chester/>

 - Edisto Beach State Park, Edisto Island
843-869-2156
<http://www.southcarolinaparks.com/edistobeach/>

 - Givhan's Ferry State Park, Ridgeville
843-873-0692
<http://www.southcarolinaparks.com/givhansferry/>

 - Hunting Island State Park, Hunting Island
843-838-2011
<http://www.southcarolinaparks.com/huntingisland/>

 - Kings Mountain State Park, Blacksburg
803-222-3209

<http://www.southcarolinaparks.com/kingsmountain/>

- Lake Greenwood State Park, Ninety Six
864-543-3535
<http://www.southcarolinaparks.com/lakegreenwood>
- Lee State Park, Bishopville
803-428-5307
<http://www.southcarolinaparks.com/lee/>
- Myrtle Beach State Park, Myrtle Beach
843-238-5325
<http://www.southcarolinaparks.com/myrtlebeach/>
- Oconee State Park, Mountain Rest
864-638-5353
<http://www.southcarolinaparks.com/oconee/>
- Paris Mountain State Park, Greenville
864-244-5565
<http://www.southcarolinaparks.com/parismountain/>
- Poinsett State Park, Wedgefield
803-494-8177
<http://www.southcarolinaparks.com/poinsett/>
- Sesquicentennial State Park, Columbia
803-788-2706
<http://www.southcarolinaparks.com/sesqui/>
- Table Rock State Park, Pickens
864-878-9813
<http://www.southcarolinaparks.com/tablerock/>

WORLD WAR II

STANDARD 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

STANDARD 7-5: The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.

7-5.5: Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the war and the principal theaters of conflict; the importance of geographic factors; the roles of political leaders; and the human costs and impact of the war both on civilizations and on soldiers.

STANDARD 8-7: The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

STANDARD GS-5: The student will demonstrate an understanding of the effects of economic, geographic, and political interactions that took place throughout the world during the early twentieth century.

GS-5.4: Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the War and the principal theaters of conflict; the importance of geographic factors during the War; and the political leaders during the time.

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

- Patriots Point/USS Yorktown, Mount Pleasant
866-831-1720
<http://www.patriotspoint.org/>
- South Carolina Confederate Relic Room and Military Museum, Columbia
803-737-8095
<http://www.crr.sc.gov/>