



South Carolina Social Studies Standards Invite CRT

The 2019 SC Social Studies Standards have made the study of history a tedious exercise in stroking group identity rather than exploring the slightest possibility that a unified American identity lurks within a nation of immigrants. Our history is comprised of people of many backgrounds, but the American story is unified by the pursuit of liberty and economic freedom which is at the heart of the American experience and should be at the forefront of our standards.

Inspiring Stories of American Heroes have been Replaced by “Marginalized” Group Perspectives

From George Washington to Martin Luther King Jr., American heroes have been scrubbed from the standards. Contemporary educational theory in the teaching of history has jettisoned the importance of individuals. It has also rejected the idea that a single narrative of history exists and instead champions the idea of “multiperspectivity”. According to this method, which is embraced by the standards, history can only be understood by looking at the past through the lenses of different socio-economic, gender, racial, ethnic, and sexual orientation groups. While these perspectives are a component of history, there is a larger American perspective which is essential to understanding who we are as a people. Gone from the study of the past are great (and devious) individuals, and in their place, there are only privileged and marginalized groups. Individuals, specific events, and dates have been replaced with “themes” and the need to “contextualize.”

The SC Standards are Rooted in a Traditional Marxist View of History

Karl Marx reduced history to the conflict of groups. To Marx, history was nothing but the interplay of groups defined by economic interest. Contemporary educational theorists have merely added new groups, especially those deemed marginalized, to the mix that produce history. Parroting these theorists, the 2019 social studies standards cast the idea of *E Pluribus Unum* to the dust bin of history and replace it with a Balkanized version of what was and is possible in the future.

The Grades Four and Five standards in American and South Carolina history repeatedly emphasize the necessity of studying history through the eyes of denominated groups. Standard 1 in Grade Four exemplifies the problem. In order to “*demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730,*” students are repeatedly set upon a path of looking at either the interaction or development of African, European, and Native American cultural groups. There are no individuals, heroic or dastardly, that drive this approach to history. There is no coherent story that can be told from this perspective, and there certainly is no way for young students to understand how history produced an American people.

The SC Standards Create the Scaffolding for CRT and 1619 Project Curriculum

Quoting the work of educational theorists, the authors of the standards make the astounding claim that “... *timelines, names, and memorized ‘facts’ are not history, and they are certainly not compelling.*” Aside from the blatantly false notion that individuals in the past are neither compelling nor proper subjects of inquiry, the great intellectual conceit is the use of quotation marks in noting ‘facts.’ The conceit is therefore that historical facts really do not exist and that history is just a matter of subjective contextualization and/or group perspective. It is upon this foundation that the SC Standards invite versions of history that subscribe to the tenets of Critical Race Theory and the discredited 1619 Project.