

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.	
<b>Grade Level/Band Standard:</b>	3.H.1.1 Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities.	
<b>Student Friendly Language:</b>	I can identify hardships and successes of early settlers in the U.S. as they formed communities.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of chronological order using events from history</li> <li>• Know what settlers are and what a community is.</li> <li>• The effects of moving in and out of communities.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>• The successes and obstacles early settlers faced when trying to create communities.</li> </ul>	<ul style="list-style-type: none"> <li>• There were many different types of hardships the early settlers came up against.</li> <li>• Settlers had to work together to overcome these obstacles to successfully build their communities.</li> <li>• Communities are built by people who work together for the common good.</li> <li>• Identify and categorize the many hardships or obstacles that faced the early settlers.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish what skills settlers needed to have in order to create a successful community.</li> <li>• Explain what things are needed in order to have a successful community.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>• Hardships</li> <li>• Settlers</li> <li>• Obstacles</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• The vocabulary used (i.e. hardships or obstacles).</li> </ul>	

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<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<p><a href="#">OSEU 1</a></p> <p><a href="#">OSEU 6</a></p>	<ul style="list-style-type: none"> <li>● The land base of the Oceti Sakowin was affected by the placement of communities. For example, the creation of reservations.</li> <li>● Treaties and federal policies affected the early settlers and communities in a variety of ways. For example, boarding schools.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge of chronological order using events from history</li> <li>● Know what settlers are and what a community is.</li> <li>● The effects of moving in and out of communities.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Students will demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Analyze the impact of significant historical events on the development of cultures in South Dakota</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults).</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.1.3-5. Construct arguments using claims and evidence from multiple sources.</li> <li>● D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>		

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**Taking Informed Action:**

- D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

***Example strategies to reach depth and intention of the standard***

- Timeline
  - Create a timeline laying out the formation of communities
- Poster
  - Create a poster about how communities are formed
- What if?
  - Students could look at how outcomes would've been different if an obstacle or success would've changed.

***Possible Civic Engagement Activities***

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Research and present</li> </ul>	<ul style="list-style-type: none"> <li>● Students could research a certain community, figure out the hardships and successes for that community, and then present to another class.</li> </ul>