

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.1 Students will be applying geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future.	
Grade Level/Band Standard:	8.H.1.3 Understand the changing character of American political life after 1800.	
Student Friendly Language:	I can explain changes that happened in American politics after 1800.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.H.1.3 Describe the impact other countries had on North America through exploration and conflict <ul style="list-style-type: none"> ○ Indigenous Tribes (which were their own countries), European Countries directly impact the political life in the United States by setting definitions of who is a citizen and what citizens are allowed to do politically. ● 5.C.5.1 Explain how democracy relies upon citizens’ responsible participation, and draw implications for how individuals should participate <ul style="list-style-type: none"> ○ Only citizens are eligible to participate in the government of the United States, which also impacts who is elected and what laws are created. ● 6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security <ul style="list-style-type: none"> ○ As the United States expands, the government will have different groups influencing what happens politically. ● 7.G.5.1 Analyze basic components of culture, including how and why they differ spatially <ul style="list-style-type: none"> ○ Regional cultures will impact what citizens want in political life. ● 8.C.4.1 Describe the election process and the Electoral College <ul style="list-style-type: none"> ○ The Electoral College will be impacted by political life and who is considered a citizen. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● How sectional division and different political changes impacted the U.S. after the 1800’s while it continued to grow and change. 	<ul style="list-style-type: none"> ● The difference between the first political parties: Federalists and Democratic-Republicans, along with connecting how political parties formed as a result of differences in how the Constitution was interpreted. ● How the Democrats, Jackson supporters, broadened American democracy by helping to extend voting 	<ul style="list-style-type: none"> ● Based on the reading of letters, diaries, and local newspapers, students will create a historic map that illustrates the different political characteristics of different places around the United States. ● Create a second modern map using the same techniques from when they made the historic map. Students will compare both maps and

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	<p>rights to more of the population.</p> <ul style="list-style-type: none"> ● Examples to how different candidates started taking part in political campaigning during the election of 1828. 	<p>prepare statements on their similarities and differences.</p>
<p><i>Vocabulary (Key Terms Used by Teachers and Students)</i></p>		
<p><i>What are possible misconceptions students may have with respect to this standard?</i></p>		
<ul style="list-style-type: none"> ● Political Party ● Jacksonian Democrat ● National Republican “whig” ● Caucus ● Nominating Convention ● Sectionalism ● Electoral College ● Campaigns ● Mudslinging 	<ul style="list-style-type: none"> ● That the U.S. has only ever had the Democrats and Republicans for political parties. ● That disagreements did not occur between the Founding Fathers on the role the government should have. 	
<p><i>OSEUS Connection</i></p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 6</p>	<ul style="list-style-type: none"> ● The precedents of the Indian Removal Act and the Marshall Trilogy cases adversely affected the Oceti Sakowin people and their land. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● See prior knowledge section above for standards and explanations. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will research the many changes in U.S politics in the 1800s (i.e. Nominating Conventions, 2 party system, Jacksonian Democrats). 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.1.3 Students will describe causes and effects of the process of United States territorial expansion between the founding and the Civil War. (Courses: Early, Comprehensive).

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	<ul style="list-style-type: none"> ● ELA Connection: 8.W.C.3 Students write narratives to develop real experiences or events using effective technique, and use a variety of transition words, phrases, and clauses to convey sequence. Signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 	<ul style="list-style-type: none"> ● High School Geography Connection 9-12.G.2 Students will employ mental maps to organize information about cultures, places, and environment in a spatial context
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C3 Framework Relevant Skills and Applications

Determining Helpful Resources:

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Communicating Conclusions:

- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations.

Example strategies to reach depth and intention of the standard

- Create a visual model of sectionalism post 1800, then have students predict sectionalism in 2020 and compare with the most recent election results.
- Using geographical resources, have students determine the causes of sectionalism

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.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● What political party are you? 	<ul style="list-style-type: none"> ● The teacher, or a team of students, will create a large political spectrum illustration (poster that runs along a wall in the classroom) that goes between conservative and liberal ideologies. The teacher can also elect to use a different spectrum as well, but we encourage

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	<p>the teacher to be clear on what each side of the spectrum means. Throughout the year, the spectrum should be used to frame American political writers, past national policies, local policies, and anything else that can be connected to the spectrum.</p>
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