

## South Dakota Social Studies Unpacked Standards Template

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| <b>Anchor Standard:</b>  | H.1 Students will be applying geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future.                   |  |
| <b>Grade Level/Band Standard:</b>  | 8.H.1.6 Describe the changing federal policy toward Native Americans after the Civil War.   |  |
| <b>Student Friendly Language:</b>  | I can describe how the Native American’s struggled to keep their land after the Civil War due to changing federal policy.   |  |
| <b><i>What prior knowledge do students need to have to be successful on this standard?</i></b>   |   |  |
| <ul style="list-style-type: none"> <li>● 4.H.2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians culture               <ul style="list-style-type: none"> <li>○ Knowing original locations and forced relocations of all Indeginous people in the United States and how that impacts the United States government.</li> </ul> </li> <li>● 5.H.2.1 Differentiate the cultures of various American Indian tribes               <ul style="list-style-type: none"> <li>○ Knowing the cultural differences between Indigenous people allows for the understanding of how the United States government interacts with various groups - some groups will be allies for a time, others never will be.</li> </ul> </li> <li>● 6.H.4.2 Determine how decisions made by individuals affected historical events               <ul style="list-style-type: none"> <li>○ Throughout US History, different Indeginous leaders have made decisions for their nations that impacted the United States government, and threatened the stability of US power in various regions. This becomes a major issue as Manifest Destiny becomes the main push of the United States government, especially after the Civil War.</li> </ul> </li> <li>● 7.E.4.2 Describe how technology affects the economic development of places and regions               <ul style="list-style-type: none"> <li>○ New technology, in the form of steam engines, barbed wire, new weapons, and transcontinental railroad allow more United States citizens to expand into new regions that were harder to get to before the Civil War.</li> </ul> </li> <li>● 8.H.4.10 Explain how the war affected soldiers, civilians, women, the physical environment, and future warfare               <ul style="list-style-type: none"> <li>○ The new Southern society provided for migration, new land was needed for farming because of destruction of lands from the military campaigns, and many people will want to move to start a new life after the loss of land, businesses, or family because of the war.</li> </ul> </li> </ul> |   |  |
| <b><i>Students Will Know (Factual Knowledge)....</i></b>   | <b><i>Students will Understand (Historical Inquiry)....</i></b>   | <b><i>Students Will be Able to Do (Performance Based)</i></b>  |
| <ul style="list-style-type: none"> <li>● Previous encounters between Native American tribes and the U.S. government that took place before the</li> </ul>  | <ul style="list-style-type: none"> <li>● The causes and effects of changing federal policies towards Native Americans that took place after the Civil War.</li> </ul> | <ul style="list-style-type: none"> <li>● After examining the federal policy towards Native Americans, classify how those actions should be remembered. For example, should the American governments forced removal of</li> </ul> |

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| <p>Civil War. (treaties, relocation, Indian Removal Act, Ft. Laramie Treaty, etc)</p>  | <ul style="list-style-type: none"> <li>• Different battles and wars fought between Native American tribes and Americans after the Civil War in correlation to the Dawes Acts passed in 1887.</li> </ul>   | <p>Native Americans from their land and the killing by federal troops be considered a genocide?</p> |
| <p><b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b></p>  | <p><b><i>What are possible misconceptions students may have with respect to this standard?</i></b></p>  |   |
| <ul style="list-style-type: none"> <li>• Describe</li> <li>• Federal Policy</li> <li>• Culture</li> <li>• Treaty</li> <li>• Massacre</li> <li>• Manifest Destiny</li> <li>• Dakota Wars</li> <li>• Sand Creek Massacre</li> <li>• Red Cloud’s War</li> <li>• Ft. Laramie Treaty</li> <li>• Custer</li> <li>• Battle of Little Big Horn</li> <li>• Wounded Knee</li> <li>• Reservations</li> <li>• Dawes Act</li> </ul> | <ul style="list-style-type: none"> <li>• That Indigenous people were only a few groups who shared the same motivations.</li> <li>• That once Indigenous people were displaced to Indian Territory there were no federal policies that affected them.</li> </ul> |   |
| <p><b><i>OSEUS Connection</i></b></p>  |   |   |
| <p><b>Essential Understanding:</b></p>   | <p><b>Descriptive Connection Between Social Studies and OSEU:</b></p>   |   |
| <p><a href="#">OSEU 3</a></p> <p><a href="#">OSEU 6</a></p>  | <ul style="list-style-type: none"> <li>• Federal policies negatively impacted the Oceti Sakowin’s Lakota/Dakota/Nakota language dialects.</li> <li>• The federal policies and treaties negatively impacted the Oceti Sakowin people.</li> </ul>                 |   |
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| <b>Vertical Alignment</b>  |  |   |
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| <p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● See prior knowledge section above for standards and explanations.</li> </ul>  | <p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Students will evaluate the relationship between the U.S. Government and Native American tribes.</li> <li>● ELA Connection: 8.SL.1.D. Students engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts and issues while posing questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> </ul> | <p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● High School History Connection 9-12.H.5.3 Students will identify historical evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims</li> <li>● High School Geography Connection 9-12.G.7.2 Students will elaborate upon the interaction of physical and human systems and their influence on current and future condition</li> <li>● High School Geography Connection 9-12.G.7.3 Students will critique the role of multiple perspectives in contemporary geographic policies and issues</li> </ul> |
| <b>C3 Framework Relevant Skills and Applications</b>   |  |   |
| <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>● D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</li> </ul> |  |   |
| <b>Example strategies to reach depth and intention of the standard</b>   |  |   |

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- Illustrate a map showing Native American movement from 1607 to 1900 that demonstrates the continued displacement of Native Americans throughout American history.
- Create a poster that represents the Native Americans’ views on Manifest Destiny. The poster should include Native American culture and perspectives on displacement.
- Create a Venn Diagram that compares and contrasts the United States’ view on Manifest Destiny with Native American views.

***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>   |
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| <ul style="list-style-type: none"> <li>● Native American Relations-Present Day</li> </ul> | <ul style="list-style-type: none"> <li>● Students will analyze past and current issues faced by Native Americans. The teacher should ensure that both national and local (ie. Lakota) are used when thinking about important moments. Students will create a timeline that will be visible to the larger population in the school (we recommend using the library, cafeteria, or hallways). Students will identify their own important moments for Native American people (the teacher should prepare a list for students who are unable to find any, or a list that shares ignored perspectives). Students will research the Native and federal response to the important moment in history and create informative illustrations, artistic expressions, poetry, and brief summaries of why the moment was important. Based on the timeline, students will determine how these important moments connect to modern problems. This Civic Engagement Activity would be especially strong if local tribal leaders were invited to help students understand how the historic moments they identified connect to modern issues.</li> </ul> |