

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	8.H.2.5 Investigate ways the Civil War changed the United States government.	
Student Friendly Language:	I can explore ways the Civil War changed the United States government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● The Constitution and Amendments to understand what the government can do. ● 2.C.3.1 Identify laws in your local government and how local laws are made <ul style="list-style-type: none"> ○ That local government helps make laws for people to live by. ● 3.C.3.1 Identify why laws and responsibilities are needed in a community and why there are legal consequences <ul style="list-style-type: none"> ○ That communities rely on the laws and responsibilities of citizens, when one is broken, legal issues can arise. ● 3.C.3.2 Identify the structure, roles, and responsibility of local government <ul style="list-style-type: none"> ○ Local government provides the closest impact in structure - it is easier for individuals to impact local laws vs. national, because of this, these laws reflect the regional differences the most. ● 4.C.2.1 Compare and contrast major themes within the SD Constitution and the U.S. Constitution <ul style="list-style-type: none"> ○ The SD Constitution shows themes most important to the citizens of South Dakota, which may match the US Constitution for the entire country. ● 5.H.4.5 Compare and contrast social, economic, and philosophical differences between the north and the south prior to the Civil War <ul style="list-style-type: none"> ○ Knowing the differences of the North and South prior to the war helps students to understand what changes after the war. ● 7.G.6.2 Recognize and explain how cultures and cultural landscapes change <ul style="list-style-type: none"> ○ The changes in the CSA losing will force a change in the culture of the slavery based economic systems of the South. 		
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 the federal government grew more powerful at the end of the Civil War. 	<ul style="list-style-type: none"> ● Each amendment that was added to the Constitution, along with examining why, as a result of the Civil War. (ex. 13th, 14th, and 15th Amendments) 	<ul style="list-style-type: none"> ● Produce a creative piece (drama, poetry, illustration) that shows how the United States government changed after the Civil War. ● Determine how the federal government grew in power after the Civil War and create a

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		<p>diagram of how changes from the post-war time affect modern Americans today.</p>
<p>Vocabulary (Key Terms Used by Teachers and Students)</p>		<p>What are possible misconceptions students may have with respect to this standard?</p>
<ul style="list-style-type: none"> ● Explore ● Civil War ● Amendment ● Abolish ● Voting Rights ● Citizenship 	<ul style="list-style-type: none"> ● That the “Civil War” amendments are the only changes that changed the government. 	
<p>OSEUS Connection</p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 5 and OSEU 6</p>	<ul style="list-style-type: none"> ● The end of the Civil War changed the federal government’s perspective of the Oceti Sakowin. The US Army was re-energized with financial resources and man-power to fight a new war out West. 	
<p>Vertical Alignment</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 impact of the U.S. Civil War on American history (i.e. social, political, economic). ● ELA Connection: 8.W.7. Students conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.3.4. Students will explain causes, events, and effects of the Civil War. (Courses: Early, Comprehensive) ● High School Civics Connection 9-12.C.5.7 Students will explain how civil disobedience has been used to influence policy making in United States government

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	<p>additional related, focused questions that allow for multiple avenues of exploration.</p>	
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> ● Create a T chart comparing the Civil War outcomes with the Civil Rights Movement of the 1960’s along with providing a brief description of the correlation between them. ● Illustrate a timeline from 1865 to 2020 that depicts major events that have impacted the majority Americans and/or changed the U.S. government. (ex. End of Civil War, Civil Rights Movement, Rodney King, Ferguson Missouri, Protests and Riots of 2020) 		
<p><i>Possible Civic Engagement Activities</i></p> <p>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.</p>		
<p>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>	
<ul style="list-style-type: none"> ● Civil Rights Era Biographies 	<ul style="list-style-type: none"> ● Students will evaluate the 15th amendment to the United States Constitution and briefly examine the Civil Rights Movement of the 1960’s. Students will then research historical people between the era of the American colonies and post-Civil War Reconstruction that also fought for and/or promoted civil rights. Students will complete research on these individuals and create summaries as to why they should be seen as part of the Civil Rights Movement. These bios can be creatives, containing illustrations and imaginative artistic expression. This 	

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	<p>project will be best if students hang them on their locals, or make them available for other students to read and see.</p>
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