South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.
Grade Level/Band Standard:	9-12.H.1.4 Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era. (Courses: Modern, Comprehensive)
Student Friendly Language:	I can demonstrate understanding of how various groups and individuals dealt with the societal problems in the U.S. after the Civil War.

What prior knowledge do students need to have to be successful on this standard?

- Students need to understand the outcomes of the Civil War

Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
- Reconstruction era - Gilded Age - Progressive era - Key groups of the time (labor unions, industrialists, Pinkertons) - Key individuals of the time (Carnegie, Vanderbilt, Eugene Debs, Theodore Roosevelt) - Social, political, economic issues (poverty, corruption, labor unions/workers' rights)	- Americans faced numerous challenges. - Approaches to the challenges the U.S. faced varied between groups and individuals.	- Investigate various societal problems and their effects on individuals and groups. - Evaluate how various groups and individuals responded to societal problems.

Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?
- Capitalism - Communism - Socialism - Progressive Era - Gilded Age	- How students define "American" - How students define "poverty"

● Reconstruction	

OSEUS Connection	
Essential Understanding:	**Descriptive Connection Between Social Studies and OSEU:**
[OSEU 5](#)	● From the Oceti Sakowin perspective, historical accounts retell events that may vary from the textbook. ● History should be told from multiple perspectives in order to gain an unbiased opinion of the event.

Vertical Alignment		
Previous Learning Connections ● 8.H.2.5 Investigate ways the Civil War changed the United States government. ● 9-12.H.1.4 Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era. (Courses: Modern, Comprehensive)	**Current Learning Connections** ● Compare and contrast current and past societal, economic, and political problems and how they relate.	**Future Learning Connections** ● 9-12.C.1.2 Summarize the critical similarities and differences in the various forms of government. ● 9-12.C.1.5 Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions.

C3 Framework Relevant Skills and Applications

Constructing Supporting Questions:
- D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Determining Helpful Resources:
- D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Evaluating Sources and Using Evidence:

- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

Developing Claims and Using Evidence:
- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Communicating Conclusions:
- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Taking Informed Action:
- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Example strategies to reach depth and intention of the standard
- Political cartoon analysis (analyze political cartoons of the time, their meanings, who created them and why, the effects on the public)   - Primary source activities (Book excerpts, Photo journalism, ect)   - Use compelling questions to draw conclusions about events of this time - ex.: Were the societal problems dealt with effectively?

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:
● Classroom Debate	● Compare current and past societal problems and have students argue their case with supporting evidence (Look at how they worked towards their goals, how public support evolved, etc.)