

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>	9-12.H.1.5 Explain the transformation of America from World War I through the Great Depression. (Courses: Modern, Comprehensive)	
<b>Student Friendly Language:</b>	I can describe the major changes within American from World War I to the Great Depression.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● M.A.I.N (military, alliances, imperialism, nationalism) causes of WWI - students may also learn this in world history</li> <li>● U.S. role in the world prior to WWI</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>● Major social, economic, political, and demographic changes.</li> </ul>	<ul style="list-style-type: none"> <li>● The U.S. underwent tremendous economic changes that impacted aspects of individual livelihoods.</li> <li>● Societal norms on race and gender changed significantly and laid the foundations for future change.</li> <li>● New migration patterns led to increased urbanization.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast changes in systems of economics, society, politics, and individual livelihoods.</li> <li>● Explain how social, economic, political and individual changes impacted the evolving American society.</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>● Anarchy</li> <li>● Stock market</li> <li>● Depression</li> <li>● Suffrage</li> <li>● Red Summer</li> <li>● Great Migration</li> </ul>	<ul style="list-style-type: none"> <li>● The evolution of the U.S.' relatively small role in world affairs to its current, much larger role.</li> <li>● The role of activists in internal changes in America</li> <li>● Citizenship and voting rights</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>	
<a href="#">OSEU 2</a>	<ul style="list-style-type: none"> <li>Resiliency was again demonstrated during the time period of WW I to the Great Depression by the Oceti Sakowin through attitudes and actions.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>9-12.H.1.5 Explain the transformation of America from World War I through the Great Depression. (Courses: Modern, Comprehensive.)</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Relate to the transformation of the U.S. today. Make connections to the transition of the U.S. from WWI through the Great Depression.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>9-12.C.1.1 Rationalize the purposes of government throughout world history through the use of compelling questions.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), 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).</li> <li>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).</li> </ul>		

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D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

**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.
- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts.

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

- Stock Market simulation
- Have students watch documentaries about the areas of change
- Trench Warfare simulation

***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>● Investigate the expansion/contraction of Presidential powers (ex. WWI gov't took over telephones)</li> </ul>	<ul style="list-style-type: none"> <li>● Compare the prompt to the powers of modern legislation/presidential powers. Students could write a letter to the editor regarding the powers of government versus individual rights.                             <ul style="list-style-type: none"> <li>○ Students could also investigate the relationship between war and civil rights</li> </ul> </li> </ul>