

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
Grade Level/Band Standard:	9-12.H.4.8 Assess the roots and outcomes of the Great Depression including its transformation of American political and economic institutions. (Courses: Modern, Comprehensive)	
Student Friendly Language:	I can evaluate the causes of the Great Depression. I can identify the impact of the Great Depression on U.S. political and economic policies and systems.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • The farming practices in the early 1900s through the 1920s. • The prevailing attitudes of the 1920s (economic, government, social) 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Causes of the Great Depression • Impacts on agriculture, the workforce, the banking system • Political shift during this time period • Government and societal reactions to the crisis 	<ul style="list-style-type: none"> • Multiple and complex factors led to the Great Depression which had long lasting impacts on the U.S. economy, politics, government, and society. 	<ul style="list-style-type: none"> • Identify and analyze the factors which led to the Great Depression. • Identify the policies that were created to solve the problems of the Great Depression. • Assess the impact of the various policies that were direct responses to the Great Depression.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> • New Deal • Stock Market • Bank Holiday • Hooverilles 	<ul style="list-style-type: none"> • The New Deal did not end the Great Depression • Not everyone felt the same impact from the Great Depression 	

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<ul style="list-style-type: none"> ● Prohibition ● Black Tuesday 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 4</p> <p style="text-align: center;">OSEU 6</p>	<ul style="list-style-type: none"> ● Events during the Great Depression demonstrated the resiliency of the Oceti Sakowin and kinship system, with extended families and bonds strengthened. ● Relief programs, such as the CCC and ICC, WPA applied to reservation communities. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.G.7.2 Elaborate upon the interaction of physical and human systems and their influence on current and future condition. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Look at current regulations (financial, agricultural, etc) and trace the roots of the regulation. ● Compare/Contrast government responses to more recent financial crises. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 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.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> ● 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. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. 		

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

Developing Claims and Using Evidence:

- 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.

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).
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

Taking Informed Action:

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems

Example strategies to reach depth and intention of the standard

- Assign students/groups to research New Deal programs to determine which ones still exist
- “Brain Trust” simulation (examine the unintended consequences of some the New Deal programs)
- Stock market simulation (examine how quickly people can earn and lose money).

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"> ● Debate 	<ul style="list-style-type: none"> ● Students could debate the merits of more (or less) regulation for a given industry. Choose a local industry if possible. ● Students can research state representatives/Senators’ voting records on recent financial relief packages and email their office to determine the reasons for his or her votes. ● Students can also see what types of financial assistance is available to both individuals and businesses at the state level. They could work in groups and brainstorm ways to improve these programs.

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