

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will develop historical research skills.	
Grade Level/Band Standard:	9-12.H.5.5 Evaluate to what extent Reconstruction both succeeded and failed in its intentions. (Courses: Modern, Comprehensive)	
Student Friendly Language:	I can identify and evaluate the intentions of Reconstruction policies. I can assess the success and failure of Reconstruction policies.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The causes and course of the Civil War. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> The definition of Reconstruction Goals of Reconstruction Successes and failures of Reconstruction 	<ul style="list-style-type: none"> Reconstruction reintegrated the Confederacy with the United States. Reconstruction policies were implemented with varying degrees of success. 	<ul style="list-style-type: none"> Identify and explain various Reconstruction policies. Evaluate the efficacy of Reconstruction policies.
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"> Confederacy Union South North Reconstruction Emancipation Yankee Jim Crow Black Codes Segregation 	<ul style="list-style-type: none"> The transition back to a unified country was smooth 	

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<ul style="list-style-type: none"> • Ku Klux Klan 		
<p><i>OSEUS Connection</i></p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>N/A</p>	<ul style="list-style-type: none"> • N/A 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • 8.H.4.11 - draw conclusions about the various effects of Reconstruction. • 8.H.4.10 - how did warfare affect various groups and how did a specific war change warfare going forward? 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • The role of the federal government vs state governments vs local governments. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • 9-12.C.3.1 - effectiveness of the separation of powers and checks and balances (Radical vs. Congressional vs. Presidential reconstruction).
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • D1.1.9-12. Explain how a question reflects an enduring issue in the field. • 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>Determining Helpful Resources:</p> <ul style="list-style-type: none"> • 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. <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:

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

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.
- 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).
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

Example strategies to reach depth and intention of the standard

- Reconstruction simulation - students role play and using the POV of various factions, try to reconstruct the Union themselves while making new decisions as they see needed.

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"> ● Deliberate an essential question with an invited guest 	<ul style="list-style-type: none"> ● Students could create essential questions to deliberate with a local historian. Many of the universities in our area are excited to work with high school students. Begin by having students create essential questions regarding the successes and failures of Reconstruction. Teachers can contact the history department of any university by using the university website.