

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:	3.H.1.2 Explain cause and effect relationships that impacted early settlement and development in the United States.	
Student Friendly Language:	I can explain events and causes for those events to early settlers as the United States was being developed.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Prior knowledge would be knowing what settlers and pioneers are and what the United States is. • The knowledge of how to use artifacts and primary documents to tell stories about the past. 		
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 causes and effects of early settlements in the United States. • The causes and effects that impacted United States' development. 	<ul style="list-style-type: none"> • People in our country's early history made many choices that had both good and bad effects on different people involved. • Choices that seem to be good can often have negative consequences. 	<ul style="list-style-type: none"> • Describe how pioneer settlement often caused hardship for Native Americans. • Explain the cause and effect relationship that pioneers had on the land and wildlife. (e.g., the buffalo population or the planting of trees in prairie grasslands.)
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"> • Settlements • Pioneers • Cause • Effect 	<ul style="list-style-type: none"> • The connection the causes and effects of settlements had on people other than the settlers. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> • The natural resources of the land base of the Oceti Sakowin was affected by the placement of 	

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OSEU 6	<p>communities. For example, loss of buffalo, limitation of water, and the land area for planting.</p> <ul style="list-style-type: none"> • Treaties and federal policies affected the early settlers and communities in a variety of ways. For example, boarding schools.
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Vertical Alignment

<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • Understanding of settlements and pioneers in the United States. • Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Explain cause and effect relationships that impacted early settlement and development in the United States. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Generate questions about multiple historical sources and their relationships to particular historical events and developments
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C3 Framework Relevant Skills and Applications

<p>Constructing Compelling Questions</p> <ul style="list-style-type: none"> • D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults). • D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> • D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.1.3-5. Construct arguments using claims and evidence from multiple sources. • D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).



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Example strategies to reach depth and intention of the standard

- Timeline
 - Create a timeline stating the events that occurred while the United States was being developed.
- Poster
 - Create a poster with the causes and effects on early settlers.
- Research project
 - Research events that affected early settlers as the United States was being developed.
- Cause/effect worksheet
 - Stating the causes and effects of events happening while the United States was being developed. Students can also examine how outcomes would've been different without certain causes.

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"> ● Give a speech or presentation to the class. 	<ul style="list-style-type: none"> ● Using cause and effect worksheets already created when learning this standard, students can prepare a speech or presentation to their class. This presentation could highlight one or more of the events that happened during the creation of the United States. <ul style="list-style-type: none"> ○ Students can also research and present on how these events impact present-day America.