

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.	
Grade Level/Band Standard:	4.C.1.1 Describe key events related to South Dakota’s entry into statehood.	
Student Friendly Language:	I can identify and describe important events that contributed to South Dakota’s entry into statehood.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • What life was like for people in the Dakota Territories before statehood. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Describe important events in South Dakota related events in the United States from the mid to late 1700s until statehood in 1889. • South Dakota became the 40th state on February 22, 1889. 	<ul style="list-style-type: none"> • Many key events led to the origin of South Dakota as a state. • Examples may include but are not limited to: Louisiana Purchase, Lewis & Clark Expedition, Gold Rush, Homestead Act, Battles and Treaties with Native Americans, Railroads, etc. 	<ul style="list-style-type: none"> • Describe a key event in South Dakota History that led to statehood.
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"> • Statehood • Origin • Definitions of key events (examples below): <ul style="list-style-type: none"> ○ Louisiana Purchase ○ Lewis & Clark Expedition ○ Gold Rush ○ Homestead Act ○ Battle of Little Big Horn 	<ul style="list-style-type: none"> • The difference between a territory and a state. (i.e., the Dakota territory was considered a state and had the same rights) 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 5	<ul style="list-style-type: none"> The Oceti Sakowin key events included the Wounded Knee Massacre. Treaty meetings ended and agreements began between Oceti Sakowin and the state. 	
<i>Vertical Alignment</i>		
Previous Learning Connections <ul style="list-style-type: none"> Explain cause and effect relationships that impacted early settlement and development in the United States. 	Current Learning Connections <ul style="list-style-type: none"> Identify and describe important events that contributed to South Dakota’s entry into statehood. 	Future Learning Connections <ul style="list-style-type: none"> Describe the impact other countries had on North America through exploration and conflict. Some similar events that led to South Dakota’s Statehood may also be events that describe the impact other countries had on North America. (Ex: Louisiana Purchase)
<i>C3 Framework Relevant Skills and Applications</i>		
Constructing Compelling Questions: <ul style="list-style-type: none"> D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. Evaluating Sources and Using Evidence: <ul style="list-style-type: none"> D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. Communicating Conclusions: <ul style="list-style-type: none"> D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Students will describe three events that led to statehood and will explain the importance of each event. 		
<i>Possible Civic Engagement Activities</i>		
<p>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.</p>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	

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<ul style="list-style-type: none">● Students will select a current U.S. territory and compare the rights of the territory to that of a state. They will then compose a letter to a Senator or Congressman from their state to advocate or dissuade adoption of that territory as a state.	<ul style="list-style-type: none">● Students will need to research the rights of states and the rights of the U.S. Territories. By composing a letter to a congressman or a senator, students will demonstrate an understanding of the difference between the rights of a state and that of a territory.
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