

## 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>	4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota.	
<b>Student Friendly Language:</b>	<p>I can describe cultures within South Dakota.</p> <p>I can describe historical events that influenced the people of South Dakota.</p> <p>I can explain how cultures changed due to historical events.</p>	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● Understand what culture is.</li> <li>● Understand that communities have different cultures with a variety of historical events and holidays.</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>● Various cultures within South Dakota</li> <li>● Significant South Dakota historical events</li> </ul>	<ul style="list-style-type: none"> <li>● Historical events shaped developments of various cultures in South Dakota.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the cultures within South Dakota prior to European settlement.</li> <li>● Describe the historical events that lead to the development of South Dakota.</li> <li>● Explain how cultures changed due to significant historical events.</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>● Culture</li> <li>● Historical Events</li> <li>● Perspective</li> </ul>	<ul style="list-style-type: none"> <li>● May think that cultures changed for the better or peoples' cultures changed willingly.</li> <li>● A limited perspective or only knowing one perspective on the topic.</li> <li>● May think that all people living in one area or time period have the same culture.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	

South Dakota Social Studies Unpacked Standards Template

<p><a href="#">OSEU 3</a></p> <p><a href="#">OSEU 5</a></p> <p><a href="#">OSEU 6</a></p>	<ul style="list-style-type: none"> <li>● Oceti Sakowin tribal traditions, cultures, and languages were impacted by historical events of the boarding schools.</li> <li>● Oral traditions and written accounts from the Oceti Sakowin offer multiple perspectives of stories in history.</li> <li>● The winter counts are a way the Oceti Sakowin record events in history, it serves as a calendar, one event per year was the most significant.</li> <li>● The Oceti Sakowin’s way of life was impacted with the American Removal Act of 1830.</li> </ul>	
<p><b><i>Vertical Alignment</i></b></p>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Analyze a community’s culture and history.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Analyze the impact of significant historical events on the development of cultures in South Dakota.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Use historical events learned in 4th grade to create and use a timeline of related life events that happened during the same time frame.</li> <li>● Differentiate the cultures of various American Indian tribes</li> </ul>
<p><b><i>C3 Framework Relevant Skills and Applications</i></b></p>		
<p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>● D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>● D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</li> </ul>		
<p><b><i>Example strategies to reach depth and intention of the standard</i></b></p>		

## South Dakota Social Studies Unpacked Standards Template

- Students will work with a group to write ways that cultures in SD changed due to historical events. Students may include how the cultures were changed positively or negatively. Once students have completed their writings and or drawings on chart paper, groups will participate in a gallery walk. Each student will leave a sticky note with constructive feedback for the other group. This can also be done with google slides if you would prefer to use technology and students can leave digital comments instead of sticky notes.
- Talk Show Interview: Choose a historical event that we have discussed in class. Pretend you are a talk show host. Your job is to interview one person from each culture that was involved. What questions would you ask each person? Then choose two classmates who will pretend to be from that specific culture and have them answer the questions. Their answers should show their understanding of the text and the culture.

### ***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>● Participate in a Debate</li>   <li>● Cultural Fair</li> </ul>	<ul style="list-style-type: none"> <li>● Students could also participate in a debate siding either with that the cultures change positively due to a specific historical event or negatively. At the end students will be asked for their final opinion on whether the culture changed positively or negatively based on the historical event and provide reasons to support their opinion.</li> <li>● Students will research different cultures in South Dakota. Then students will host a cultural fair for their school and community members.</li> </ul>