

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	4.H.2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians' culture.	
Student Friendly Language:	I can explain how conflict and establishment of reservations affected American Indian Culture.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● The location of and the names of the tribes in South Dakota. ● Understand that there are many cultural differences between the tribes in South Dakota. ● Knowledge of the early settlers and the processes they used to develop communities in the U.S. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Know the conflicts that led to change in culture or establishment of American Indian Reservations.. 	<ul style="list-style-type: none"> ● Reservations were established across South Dakota often as a result of conflict or misunderstandings. ● Establishment of reservations strongly impacted the culture of American Indians. 	<ul style="list-style-type: none"> ● Describe the reasons for the establishment of reservations throughout South Dakota. ● Explain the effects of reservations on American Indian cultures. ● Explain the effects of conflicts on American Indian culture.
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"> ● Reservations ● Conflict ● Establishment ● Culture ● American Indian ● Effect 	<ul style="list-style-type: none"> ● May think that the reservations established so many years ago no longer exist. ● All Native American cultures in South Dakota are the same and thus the reservations affected all tribes in the same way. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1 OSEU 5 OSEU 6	<ul style="list-style-type: none"> • The creation of reservations limited the Oceti Sakowin natural resources. • Oral traditions were an important way of telling Oceti Sakowin history. • After the American Indian Removal Act of 1830, sovereign nations have the authority to enter into government to government relationships. 	
<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"> • Explain how conflict and establishment of reservations affected American Indian Culture. 	Future Learning Connections <ul style="list-style-type: none"> • Differentiate the cultures of various American Indian tribes
<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. 		
Developing Claims and Using Evidence: <ul style="list-style-type: none"> • D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. • 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"> • As groups or individuals, students will research a different reservation in South Dakota. Have them present to the class the location of the reservation, the local resources and economy, the tribes that live there and the culture of the tributes that live there. Also, have students present on how that reservation was created and how the creation of the reservation affected the culture of the Native Americans that lived there. 		
<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>		

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Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">• Document and share oral histories/narratives	<ul style="list-style-type: none">• As a class, contact a Native American Elder and ask them to talk about how the creation of reservations and historical conflicts and how it has affected their tribe and their way of life. Have students document the history that was shared with them and ask them in another class period to reflect on what they learned from the Native American Elder.