

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.2.5 Describe how wars affected South Dakotans.	
Student Friendly Language:	I can describe the impact specific wars have had on South Dakotans.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● The social environment at the time of the war and the social environment afterwards. ● Knowledge of historic events and figures that led to South Dakota’s development. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Wars that have affected South Dakotans ● Effects of specific wars on South Dakotans 	<ul style="list-style-type: none"> ● Specific wars have affected the people in South Dakota in multiple ways. 	<ul style="list-style-type: none"> ● Describe wars that have affected the people of South Dakota. ● Describe the impact wars have had on the people of South Dakota. ● Understand that the same war can affect different groups in South Dakota in different ways.
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"> ● Affect ● Effect ● Impact ● Treaty ● War 	<ul style="list-style-type: none"> ● That every person had the same experience and viewpoint about a war. ● That there is only winning or losing in a war. ● That winning a lot of battles is how a war is won, similar to how in sports you gain points. They may not consider the other aspects that determine who won. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<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"> Describe how wars affected South Dakotans. 	Future Learning Connections <ul style="list-style-type: none"> Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially. Describe the impact other countries had on North America through exploration and conflict.
<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"> D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources. Taking Informed Action: <ul style="list-style-type: none"> 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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> While studying a particular war in class, students could be assigned groups or individuals involved in or affected by the conflict in South Dakota. They will study their lives before and after the war and compare and contrast how those lives changed due to the war. Students will present this to the entire class and through this class discourse, will understand how war has affected the people of South Dakota. 		
<i>Possible Civic Engagement Activities</i>		

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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">• Document and share oral histories/narratives	<ul style="list-style-type: none">• If students are studying a recent war that affected South Dakotans, they could gather information from first hand sources and interview others who lived through the event.