

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.5 Students will describe how trade generates economic development and interdependence.	
Grade Level/Band Standard:	5. E.5.1 Describe the role of trading in early U.S. History.	
Student Friendly Language:	I can describe how trade affected the economy and why the US needed trade to grow.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The 4th grade history standards cover basic historical information about the growth and expansion of the United States. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<p>The history and process of trade in early America:</p> <ul style="list-style-type: none"> Trading in early U.S. history Tobacco trade Slave trade Early American trade policy Tariffs Imports Exports U.S. trade routes 	<ul style="list-style-type: none"> That in early U.S. history, trading played a major role in the economic development of the United States. 	<ul style="list-style-type: none"> Identify and describe early U.S. trade routes, the goods that were traded, and the impact it had on the growth of a young nation.
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"> Trading in early U.S. history Tobacco trade Slave trade Early American trade policy Tariffs Imports Exports U.S. trade routes 	<ul style="list-style-type: none"> May not understand the cultural implications long term of the slave trade and that the topic should be approached with sensitivity. May not know that Europeans did not entirely independently run the inland African slave trade. May not understand that tariffs impact the final cost of goods for consumers. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 1</p> <p>OSEU 2</p> <p>OSEU 7</p>	<ul style="list-style-type: none"> ● Oceti Sakowin tribes have a unique interrelationship with the environment and trading, Missouri River trading routes. ● The Oceti Sakowin are learning to be resilient, adapting to the market. ● The Oceti Sakowin Tribal People met their needs through supply and demand by trading. Ex. the migration of the buffalo. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● Use examples to show that people in modern society may not be able to produce everything they want and depend upon trade with others to meet their wants. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● I can describe how trade affected the economy and why the U.S. needed trade to grow. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● N/A
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Evaluating Sources and Using Evidence:</p> <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. <p>Communicating Conclusions:</p> <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 can diagram American Colonial-era Atlantic slave trade. ● Map trade of specific goods across the country/around the world. ● Students can research which items were produced in the United States and exported versus which items were imported. 		
<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">● Students practice the role of trading.	<ul style="list-style-type: none">● Students practice the role of trading with modern items. They can compare how trade would look different in current day compared to trading in the past. Students can also examine why trade isn't as effective in our current society.