

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
<b>Grade Level/Band Standard:</b>	5.H.2.3 Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865.	
<b>Student Friendly Language:</b>	I can understand how the US changed because of the growth and inventions from the time of the American Revolution to 1865.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>That the United States became an independent nation after defeating Great Britain in the Revolutionary War.</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>Louisiana Purchase</li> <li>War of 1812</li> <li>Manifest Destiny</li> <li>Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>The major changes within the U.S. due to its growth and new inventions from the end of the American Revolution through 1865.</li> </ul>	<ul style="list-style-type: none"> <li>Identify influential people and inventions during the post Revolution and Civil War time period.</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>Louisiana Purchase</li> <li>War of 1812</li> <li>Manifest Destiny</li> <li>Industrial Revolution</li> <li>Invent</li> </ul>	<ul style="list-style-type: none"> <li>The United States was only a small fraction of the physical size at the turn of the 19th century that it is today.</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

N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>I can describe the influence of notable South Dakotans of the development of our state</li> <li>I can describe how wars affected South Dakotans</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>I can understand how the U.S. changed because of the growth and inventions from the time of the American Revolution to 1865.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>I can evaluate how agricultural and industrial revolutions were shaped by the unique circumstances of time and place</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Students can create a timeline to show when the additional land was added.</li> <li>Students can take a current blank map of the United States and fill in and label the original 13 states and then add the Louisiana Purchase to see how much land was added.</li> <li>Explore the growth and expansion of railroads lines in the United States throughout the 1800s.</li> </ul>		
<b>Possible Civic Engagement Activities</b>		
<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>		
<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Description on How to Use the Activity and How it Meets the Grade Level:</b></p> <p><i>*Civic engagement with historical events are difficult. We encourage teachers to find connections to local civic organizations, museums or community members with expertise.</i></p>	