

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
Grade Level/Band Standard:	5.H.4.5 Compare and contrast social, economic, and philosophical differences between the North and the South prior to the Civil War.	
Student Friendly Language:	I can explain how Americans in the North and South had similarities and differences in their lifestyles, financial means, and opinions.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● How to compare and contrast ● Basic knowledge of how an economy works 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● What a civil war is ● Typical economies of the South and North ● Philosophies of the South and North 	<ul style="list-style-type: none"> ● There were social and financial differences and similarities between people in the South and North. ● The people of the North and South shared some similar ideas and opinions. 	<ul style="list-style-type: none"> ● Compare the economies of the North and South. ● List similarities and differences in the ideas and opinions of the Southerners and Northerners.
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"> ● Typical economies of the South and North ● Philosophies of the South and North ● North (in regards to Civil War sides) ● South (in regards to Civil War sides) ● Civil War 	<ul style="list-style-type: none"> ● Not all citizens supported the majority view of where they lived geographically (ex. North: anti-slavery, South: pro-slavery). 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> I can explain how Americans in the North and South had similarities and differences in their lifestyles, financial means, and opinions. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> N/A
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Research and summarize how the economies in the North and South are similar and different. Students can research and discuss the similarities and differences between life in the North and the South. Students can read about or watch a video about the social & philosophical differences between the North and the South in the years leading up to the Civil War. 		
<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>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	

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<ul style="list-style-type: none">• N/A	<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>
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