

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.3 Students will analyze the ways government can impact the market.	
<b>Grade Level/Band Standard:</b>	8.E.3.1 Describe the impact of technology and industrialization on mid-1800s America.	
<b>Student Friendly Language:</b>	I can describe how technology and industry changed the way Americans worked in the mid-1800s.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● 6.E.4.3 Identify the effects of economic systems on society               <ul style="list-style-type: none"> <li>○ The different regions of the United States have different economic systems that impact how the society develops.</li> </ul> </li> <li>● 7.E.4.2 Describe how technology affects the economic development of places and regions               <ul style="list-style-type: none"> <li>○ Prior to the 1800s, American society was largely rural based, with only small advancements in technology. Once industrialization and new inventions come in during the mid-1800s, cities start forming larger industrial locations and plantations refocus on cotton for the new demand of mills.</li> <li>○ The economic base of the various regions / states of the United States.</li> </ul> </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>● Different advances in technology and industrialization from mid-1800's America and discuss the impact those changes still have on American society today.</li> </ul>	<ul style="list-style-type: none"> <li>● How specific inventions from the Industrial Revolution changed the way people lived and worked. (ex. textile industry=factory work a more efficient, cotton gin=created a greater dependence on slaves)</li> </ul>	<ul style="list-style-type: none"> <li>● Determine how much specific technologies (i.e. cotton gin) and industries (railroad) affected the buying and producing of specific goods.</li> <li>● Prepare an illustration that depicts the impact technological and industrial advances had on American society then and now.</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>● Describe</li> <li>● Impact</li> <li>● Technology</li> <li>● Industrialization</li> </ul>	<ul style="list-style-type: none"> <li>● That technology means only electronics.</li> </ul>	

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<ul style="list-style-type: none"> <li>● Industrial Revolution</li> <li>● Cotton Gin</li> <li>● Factories</li> <li>● Textiles</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<p style="text-align: center;"><a href="#">OSEU 1</a></p> <p style="text-align: center;"><a href="#">OSEU 6</a></p>	<ul style="list-style-type: none"> <li>● Mid-1800s technology and subsequent faster moving immigrants harmed the Oceti Sakowin Tribal member’s environment and destroyed the game.</li> <li>● Mid-1800s technology helped and hurt the Oceti Sakowin people.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● See Prior Knowledge Section Above</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Students will research various forms of technology throughout the 1800s, and how society was changed through that technology.</li> <li>● ELA Connection: 8.W.8 Students gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● High School Economics Connection 9-12.E.2.2 Students will explain the law of supply and analyze the factors that create a change in supply.</li> <li>● High School Economics Connection 9-12.E.2.3 Students will explain the law of demand and analyze the factors that create a change in demand</li> <li>● High School Economics Connection 9-12.E.4.3 Students will weigh the impact of factors such as the availability of economic resources, level of technology, and degree of economic freedom on a nation’s economic growth</li> <li>● High School Economics Connection 9-12.E.4.5 Students will differentiate between a developing and newly developed nation..</li> </ul>

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<b><i>C3 Framework Relevant Skills and Applications</i></b>	
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.1.6-8. Explain how a question represents key ideas in the field.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations.</li> </ul>	
<b><i>Example strategies to reach depth and intention of the standard</i></b>	
<ul style="list-style-type: none"> <li>● Rank technologies by their most impactful</li> <li>● Create a graph showing the impact the invention of cotton gin had on the number of slaves after its invention.</li> <li>● Create a graph showing the impact textile mills had on the cotton production in the South.</li> </ul>	
<b><i>Possible Civic Engagement Activities</i></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>	
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Create a public service announcement on the Cotton Gin and why it should have been banned.</li> <li>● Create a public service announcement calling for the ban of the Steam Engine.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will use research skills to study the effect the cotton gin had on the number of slaves. Students will record PSAs calling for the ban of cotton gins that demonstrate their knowledge of the social and economic effects of the invention.</li> <li>● Students will use research skills to identify the effect steam engines had on air quality. Students will record PSAs for the ban of steam engines that demonstrate their knowledge of the economic consequences of a ban.</li> </ul>