

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	
Grade Level/Band Standard:	8.E.4.1 Describe the economic effects of Reconstruction in the United States.	
Student Friendly Language:	I can explain how Reconstruction had an impact on the United States economy.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.H.4.5 Compare and contrast social, economic, and philosophical differences between the North and the South prior to the Civil War <ul style="list-style-type: none"> ○ The regions of the United States develop in unique ways, and this will impact how their society and economy develop. ● 6.E.4.3 Identify the effects of economic systems on society <ul style="list-style-type: none"> ○ The economics of the United States impacts how regions develop socially. ● 7.G.5.3 Explain how changes in land use affect population distribution patterns <ul style="list-style-type: none"> ○ The changes in society caused land usage to change after Reconstruction - people moved around the country to where they had a chance for economic and societal gains. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● How Northern and Southern economies differed, and how they were impacted after the Civil War. 	<ul style="list-style-type: none"> ● How an economic depression plunged much of the South into poverty, along with interpreting how most African Americans continued to live in poverty. 	<ul style="list-style-type: none"> ● Recall how specific political-economic measures (ie. The Freedman Bureau) affected the rebuilding of the nation. ● Compare and contrast the different economic and industrial development between the North and South. ● Based on analysis of Northern and Southern economies, predict how this would affect the next 50 years of these two United States regions.

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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"> ● Describe ● Economy ● Economic Effects ● Reconstruction ● Sharecropping ● Transcontinental Railroad ● Homestead Act ● Veterans 	<ul style="list-style-type: none"> ● That Reconstruction was just a rebuilding of destroyed areas of the South, not a proposed restructuring of an entire societal system. ● That Reconstruction never happened. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 5 and OSEU 6	<ul style="list-style-type: none"> ● The end of the Civil War changed the federal government’s perspective of the Oceti Sakowin. The US army was re-energized with financial resources, motivation for economic gain, and man-power to fight a new war out West. There was also a strong desire for new land settlements and immigration. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● See Prior Knowledge Section Above 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will research the various aspects of how U.S. economy was affected by the Civil War (i.e. Homestead Act, Transcontinental Railroad, Veterans, Sharecropping). ● ELA Connection: 8.W.9. Students draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School Economics Connection 9-12.E.3.2 Students will analyze and explain the relationship between households, businesses, and government agencies in the economy of the U.S. by using the circular flow chart ● High School Economics Connection 9-12.E.3.6 Students will analyze the potential positive and/or negative impact of changes in government policy.

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<i>C3 Framework Relevant Skills and Applications</i>	
<p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> 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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> 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. 	
<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> Share with a classmate why you think policy like Freedmen’s Bureau affected the economy in the South and the North. Using a Venn Diagram, compare and contrast the industries of the South. 	
<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:
<ul style="list-style-type: none"> Murals of Economic Standing 	<ul style="list-style-type: none"> Students will examine the economic standing of specific individuals and groups during the Reconstruction era. The goal is for students to possess a deep understanding of the human struggles and successes during Reconstruction. Students can choose their own individuals and groups, but we encourage the teacher to have a list ready made. For instance, students can choose Eddie Lewis, the father of recently deceased Representative John Lewis. Eddie Lewis was a sharecropper in Alabama and his history is told by his children. We recommend individuals come from the following groups: ex-enslaved, Black sharecroppers, Southern migrants (moving to the North), Civil War veterans, disabled veterans, Civil War nurses, ect. We chose these groups because they have a unique perspective and many of them found a radically changed economic standing, sometimes worse than before the Civil War. If the teacher is having a difficult time finding individuals, contact museums that specialize in these groups and ask for help (you could Google “Civil War nurses museum” and find many results).

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	<p>Once students have an individual they should complete reading and analysis of any materials their individual left behind. Students will then complete a mural on poster paper that creatively illustrates that person's economic standing. Once the murals are done, they should be hanged in a gallery walk format and other students, teachers, parents, and community members should be invited to look at them.</p>
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