

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.4.3 Describe how economic gain was the motivation for westward expansion.	
Student Friendly Language:	I can describe how opportunities to change how people interacted with the market created motivation for westward expansion.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none"> ● 5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources <ul style="list-style-type: none"> ○ As the Atlantic coast settlements use resources, European settlers will move in land to claim more natural resources. ○ That the West will routinely change as the American society moves towards the Pacific Ocean. ○ Natural resources allowed for economic opportunities. ● 6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security <ul style="list-style-type: none"> ○ As the Colonies, then States, seek more land, the government evolves to help citizens claim land, natural resources, and form government systems in the West. The Proclamation Line and the rules of the Northwest Ordinance are examples of how two governments tried to deal with the push for westward expansion. ● 7.G.5.3 Explain how changes in land use affect population distribution patterns <ul style="list-style-type: none"> ○ As westward expansion occurs, land will be used to develop cities, farms, ranches, mills, etc. - these will change the population distribution compared to how Indigenous tribes used the area and the population distribution patterns. ● 7.E.4.4 Explain how the availability of resources provides for or challenges human activities <ul style="list-style-type: none"> ○ As the Eastern seaboard resources are used up, settlement will move westward for more resources. 		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none"> ● How economic opportunities changed as westward expansion increased. 	<ul style="list-style-type: none"> ● Reasons for settling west with the intentions of making economic gains. ● How economic opportunities increased westward migration. (ex. using Manifest Destiny and 	<ul style="list-style-type: none"> ● Analyze different narratives from the American invasion of westward territories (American Indian, immigrants, Chinese, Spanish, etc.) and determine how new supply demands and a growth of products adversely

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	subsequently the Monroe Doctrine)	affected specific groups.
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 Economic Gain Motivation Monroe Doctrine Westward Expansion Manifest Destiny 	<ul style="list-style-type: none"> That economics just focuses on money - economics is how a society uses limited resources. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 2 OSEU 5 OSEU 6	<ul style="list-style-type: none"> The Euro-American ideals of economic gain adversely affected the Oceti Sakowin people. The oral tradition and written accounts of the Oceti Sakowin differ in regards to the impact imperialism and Manifest Destiny had on the United States. The Manifest Destiny adversely affected the Oceti Sakowin people and their land. 	
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 explain why Westward Expansion was attractive to American settlers. ELA Connection: 8.W.4 Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> High School Economic 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. High School Economic Connection 9-12.E.5.4 Students will identify and provide the historical foundations for various international trade agreements and any impact on the U.S. economy

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<i>C3 Framework Relevant Skills and Applications</i>	
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <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>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). <p>Taking Informed Action:</p> <ul style="list-style-type: none"> D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. 	
<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> Ask students to support with evidence why people might want to leave their familiar area to move somewhere else. Create a pro and con diagram that illustrates the strengths and weaknesses for immigrating to a new area. 	
<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"> Set up a meeting with an agricultural specialist (FSA, State Secretary of AG) to discuss the impact we have on the country. 	<ul style="list-style-type: none"> Students will research and identify the impact South Dakota ranchers and farmers have on our national economy. The teacher will set up a meeting (virtual/in-person) with an agricultural specialist to identify the impact we have on the United States' economy. Students will apply that information to the need for Westward Expansion.