

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.1 Students will be applying geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future.	
Grade Level/Band Standard:	8.H.1.2 Identify causes and effects of the War of 1812, Texas Revolution, and the Mexican American War.	
Student Friendly Language:	I can identify the causes and effects of the War of 1812, Texas Revolution, and the Mexican American War.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 4.H.1.2 Generate questions about multiple historical sources and their relationships to particular historical events and development <ul style="list-style-type: none"> ○ Students can use prior knowledge to apply it to the events of the United States expanding westward and the conflicts caused by these expansions. ○ Students will use this previous skill from fourth grade to apply the ideas to the changing political aspects of the United States government. ● 5.H.1.2 Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially <ul style="list-style-type: none"> ○ Students will use skills from fifth grade to analyze the War of 1812, Texas Revolution, and Mexican American War on how these impacted the United States. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● The events that led to the War of 1812, the Texas Revolution, and the Mexican-American War. 	<ul style="list-style-type: none"> ● The impact of American land expansion and foreign relationships after the War of 1812, the Texas Revolution, and the Mexican-American War. 	<ul style="list-style-type: none"> ● Examine a series of maps that shows United States land acquisition before, during, and after the wars. Students will then propose questions that focus on how the land acquisition would affect the people living in those regions.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> ● Identify ● Cause ● Effect ● War of 1812 ● Texas Revolution ● Mexican American War ● Westward Expansion ● Treaty 	<ul style="list-style-type: none"> ● That these conflicts were unanimous in people wanting to be involved. ● That these conflicts were involving just the United States and one other country. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 1</p> <p style="text-align: center;">OSEU 5</p>	<ul style="list-style-type: none"> ● The original land base of the Oceti Sakowin people were affected during the major U.S. military conflicts. ● The people of the Oceti Sakowin used Winter Counts to identify the cause and effects of the War of 1812. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● See prior knowledge section above for standards and explanations. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will evaluate the definitions of cause and effect and the impact of the War of 1812, Texas Revolution, and Mexican American war on U.S. History. ● ELA Connection: 8.W.C.3 Students write narratives to develop real experiences or events using effective technique, and use a variety of transition words, phrases, and clauses to convey sequence. Signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.1.3 Students will describe causes and effects of the process of United States territorial expansion between the founding and the Civil War. (Courses: Early, Comprehensive) ● High School History Connection 9-12.H.5.4 Students will investigate the philosophical foundations, the causes, and the effects of the Revolutionary Era in American history. (Courses: Early, Comprehensive)

South Dakota Social Studies Unpacked Standards Template

C3 Framework Relevant Skills and Applications

Constructing Supporting Questions:

- D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing.

Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Communicating Conclusions:

- 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.

Example strategies to reach depth and intention of the standard

- Create an annotated map that identifies and describes the Gadsden Purchase, The Treaty of Guadalupe Hidalgo and Texas Annexation.
- Create a Venn Diagram contrasting Britain’s strategy during the War of 1812 with the United States’s strategy during the Civil War.
- For each topic create sentence strips for the class that contain the cause of the event, along with the effect. Have all students randomly choose either a cause or effect, set a timer, and have them go around the room to try and match the appropriate cause with its effect.

Possible Civic Engagement Activities
 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.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● What does it mean to be a state? 	<ul style="list-style-type: none"> ● Students will examine the 10 years Texas was an independent nation and identify the issues/threats they faced during that time. Students will then examine what happened when Texas became a state. Next, students will examine the areas that the United States controls, but are not states (Washington D.C., Puerto Rico, ect.) and determine whether or not they should be granted state status. Students should use examples from their Texas research to frame their argument. If the teacher wants to add South Dakota history, this could also be used as a supplement for South Dakota annexation in 1889.