

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.1.4 Explain how and why the land west of the Mississippi was acquired and settled.	
Student Friendly Language:	I can explain how the United States got land west of the Mississippi River and why American citizens wanted to move to the new land.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 4.C.1.1 Describe key events related to South Dakota’s entry into statehood <ul style="list-style-type: none"> ○ South Dakota is west of the Mississippi, which will be in the area that will be acquired and settled through various US Government settlements. ● 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"> ○ How this land is acquired and settled by the United States will impact how the United States is impacted by the regions before the Civil War. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Various groups that claimed land west of the Mississippi River, along with list different conflicts the U.S. engaged with in order to obtain the land west of the Mississippi River. 	<ul style="list-style-type: none"> ● The different push and pull factors that motivated Americans to move west of the Mississippi River. ● How the U.S. acquired the remaining land west of the Mississippi River. (ex. Louisiana Purchase, War with Mexico, Annexation of Texas) 	<ul style="list-style-type: none"> ● Classify the various methods used by the United States to obtain land west of the Mississippi River and then describe how we should remember each classification. Students can develop their own classifications or the teacher can give them options. ● Prepare statements explaining why American citizens were willing to move to the newly acquired land.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Explain ● Acquired ● Settled ● Westward Expansion ● Motivation 	<ul style="list-style-type: none"> ● That no other European powers controlled land rights west of the Mississippi. ● That the Indigenous tribes were content with American citizens moving into these new lands. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 2</p> <p style="text-align: center;">OSEU 5</p> <p style="text-align: center;">OSEU 6</p>	<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 U.S. ● The Manifest Destiny, the Homestead Act, and the Dawes Act adversely affected the Oceti Sakowin people and their land. 	
<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 need to analyze the motivation for westward settlement. ● ELA Connection: 8.W.3.D. Students write narratives to develop real experiences or events using effective technique, relevant descriptive details, and well-structured even sequence, using precise words and phrases, details, and sensory language to capture the action and convey 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 Geography Connection 9-12.G.5.1 Students will analyze the characteristics, distribution, and migration of human populations ● High School Geography Connection 9-12.G.5.2 Students will explain how human migration impacts local and global politics, economies, societies, and regions

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C3 Framework Relevant Skills and Applications

Determining Helpful Resources:

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Evaluating Sources and Using Evidence:

- 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.

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

- Illustrate a political cartoon that represents Westward expansion.
- Write journal entries from the perspective of Lewis or Clark on what they experienced on their expedition in the State of South Dakota. Students will demonstrate knowledge regarding the climate, landforms, Native Americans, and animals of South Dakota in their entries.

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"> ● Reservations of South Dakota research project 	<ul style="list-style-type: none"> ● Students will identify the nine reservations found within South Dakota. Students will choose one reservation to present on. Students will research the tribe(s) located on the reservation, the culture and identify the effect the Louisiana Purchase had on their way of life. Students will then present their research to their peers. Research could include guest speakers/interviews whose ancestors were impacted by Westward Expansion.