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.1.5 Describe major military battles and campaigns of the Civil War.
Student Friendly Language:	I can describe the major military battles of the Civil War.

What prior knowledge do students need to have to be successful on this standard?

- 5.H.2.3 Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865
  - Growth and invention changed the political landscape of the United States, this will factor into the different regions wanting different political goals.
- 6.E.4.3 Identify the effects of economic systems on society
  - The economic systems forming will impact the military campaigns of the Civil War - if they do not have supplies, they will need to find them because of demand.
- 7.G.3.2 Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places
  - The regional cultures that develop because of economic and political decisions directly impact the environments by where the military campaigns take place, and where supplies (such as troops) come from.
- 8.H.2.4 Associate key individuals with their roles in the Civil War
  - The key individuals, military or not, will directly impact military campaigns - for instance, William Lloyd Garrison and Fredrick Douglass impact the political climate for the military during the Civil War.

Students Will Know (Factual Knowledge)….	Students will Understand (Historical Inquiry)….	Students Will be Able to Do (Performance Based)
● Major military battles or campaigns that took place during the Civil War throughout the North and South, along with identifying the outcome for each one.	● Several major battles that took place during the Civil War, along with analyzing how each outcome could have helped led to a Union victory.	● Compare and contrast the battles won by the North versus the South; explain why a side won a particular battle. ● Create a painting, drawing, illustration, or a visual representation of specific battles based on their interpretation of primary sources. ● Calculate the geographic effects of the areas

		that were part of or nearby battlefields and campaigns. The students should focus their application of their knowledge on the human themes (economics, politics, agriculture, ect.)
Vocabulary (Key Terms Used by Teachers and Students)	**What are possible misconceptions students may have with respect to this standard?**	
- Civil War - Succession - Union - Confederacy - Ironclads - Total War	The difference between a battle, campaign, and a war. Most students just classify all these as the same.	

OSEUS Connection		
Essential Understanding:	**Descriptive Connection Between Social Studies and OSEU:**	
[OSEU 5](#) and [OSEU 6](#)	The end of the Civil War changed the federal government's perspective of the Oceti Sakowin. The United States Army was re-energized with financial resources and man-power to fight a new war out West.	

Vertical Alignment		
Previous Learning Connections See prior knowledge section above for standards and explanations.	**Current Learning Connections** - Students will research various major battles of the U.S. Civil War. - ELA Connection: 8.W.7. Students conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**Future Learning Connections** - High School History Connection 9-12.H.3.4. Students will explain causes, events, and effects of the Civil War. (Courses: Early, Comprehensive) - High School Geography Connection 9-12.G.6.1 Students will identify specific adaptive strategies employed by different cultures in similar environments

		● High School Geography Connection 9-12.G.6.3 Students will explain the ways technology expands the human capacity to use and modify the physical environment

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:
- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

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 the Anaconda Plan and have students narrate the reasons for each part of the plan while they present to their peers.
- Create an annotated map that identifies and describes the major battles of the Civil War.
- Create a digital Civil War photo journal where students will write journal entries from the perspective of someone in the picture.

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:
● Were the Confederate States of America's rights violated?	● Students will evaluate the 9th and 10th Amendment of the United States' Constitution to determine whether or not states rights were violated prior to the Civil War. Students will initiate an informed conversation within the classroom to discuss opposing viewpoints. Once students have completed their conversation, they will examine the claim of state's rights as being important when using Confederate symbols, like the Confederate battle flag, statues of Confederate politicians, and the naming of US military bases after Confederate generals.

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