

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	8.H.2.2 Analyze how westward expansion was motivated by economic gain and Manifest Destiny.	
Student Friendly Language:	I can explain how money and the desire to control land from the Atlantic Ocean to the Pacific Ocean motivated people to move west.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● That the colonies were formed for the economic gain of European countries, so westward expansion starts from the first colony. ● 7.E.4.4 Explain how the availability of resources provides for or challenges human activities. <ul style="list-style-type: none"> ○ For example, early Americans were motivated by the acquisition of farm/ranch land in order to establish an independent life where they could supply for their families. Another example is the availability of resources like minerals (gold) which enticed both foreign and internal migration ● 7.G.5.3 Explain how changes in land use affect population distribution patterns. <ul style="list-style-type: none"> ○ For example, farmers and ranchers that moved Westward conflicted with each other because of fencing. The discovery of gold also attracted thousands of Asian immigrants and these areas of discovery are still dense with Americans of Asian descent. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Different economic gains Americans and the U.S. government would benefit from westward expansion, and how it caused a push for Manifest Destiny. 	<ul style="list-style-type: none"> ● Manifest Destiny and its connections to decisions the U.S. government made in order to fulfill its destiny; along with describing how westward expansion strengthened the U.S. government. 	<ul style="list-style-type: none"> ● Determine which economic factors were the most important for Americans and immigrants moving westward. ● Determine how important Manifest Destiny was to different groups of migrants.
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"> Analyze Westward Expansion Economic Gain Manifest Destiny 	<ul style="list-style-type: none"> That land was “free” and not being used by any other Indigenous group or European countries. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 2</p> <p>OSEU 5</p> <p>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 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 for standards and explanations. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Students will define economic gain and Manifest Destiny, while exploring motivation of Westward Expansion for the U.S. Government and settlers. ELA Connection: 8.RL.4 Students determine the meaning of words and phrases as they are used in the text (i.e. economic gain and Manifest Destiny) including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts. 	<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 Economics Connection 9-12.E.3.6 Students will analyze the potential positive and/or negative impact of changes in government policy. High School Civics Connection 9-12.C.1.4 Students will describe the influence of religion on western political thought
C3 Framework Relevant Skills and Applications		

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Constructing Compelling Questions:

- D1.1.6-8. Explain how a question represents key ideas in the field.

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:

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- 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.
- D4.4.6-8. Critique arguments for credibility.
- D4.5.6-8. Critique the structure of explanations.

Example strategies to reach depth and intention of the standard

- Create a map illustrating economic resources found in the land west of the Mississippi River, then have students analyze each resource and describe how/why it would motivate Americans to expand further west.
- Create a graph illustrating the economic gain the United States’ acquired through Manifest Destiny, but then have students list potential negative outcomes of westward expansion. Students should weigh the pros and cons along with justify a reaction: to move west or not.
- Create a scenario where students are presented with “colonizing” new land on Mars. List numerous economic resources (both positive and negative) and have students construct an argument for or against expansion.

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"> ● Come to Deadwood, SD ad campaign 	<ul style="list-style-type: none"> ● Students will compare the San Francisco Gold Rush with the Deadwood Gold Rush. Students will produce a commercial highlighting Deadwood and the Black Hills of South Dakota from an 1849 perspective. The commercial will be shared to younger students in the district. (Ex. 4th grade students will especially benefit since they focus on South Dakota history.)

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