

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.2.3 Analyze the major sources of conflict that led to the Civil War.	
Student Friendly Language:	I can describe the major sources of conflict that led to the outbreak of the Civil War.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 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"> ○ The way other countries trade impacts the way regions of the United States grows, and what each region wants, which leads to more conflicts. ● 8.H.3.4 Investigate how the abolition of slavery affected the life of African-Americans in United States’ society <ul style="list-style-type: none"> ○ The Abolitionist movement and its impact on society before the Civil War. ● 8.H.1.3 Understand the changing character of American political life after 1800 <ul style="list-style-type: none"> ○ The various regions wanting different political ideals, in terms of the continuation of Slavery, Nullitcation, State’s Rights and Federal government rights. ● 8.H.1.4 Explain how and why the land west of the Mississippi was acquired and settled <ul style="list-style-type: none"> ○ The addition of new states and their impact on U.S. government policies, such as how compromises are made to admit new 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"> ● Major sources of conflict that led to the Civil War, along with giving a brief description of each one. 	<ul style="list-style-type: none"> ● How each conflict was viewed differently in the north and south, along with describing how the nation was divided over slavery and state’s rights. 	<ul style="list-style-type: none"> ● Using the constitutions that Confederate states created for themselves, interpret the extent that slavery influenced secession of Southern states.
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"> ● Describe ● Source of Conflict ● Civil War ● Abolitionist ● Slavery ● State’s Rights ● Nullification ● Succession 	<ul style="list-style-type: none"> ● That every state that succeeded was motivated by the same issue. ● Those states that didn’t succeed were unanimous in their reasons for staying in the Union. ● That all Southern states wanted to succeed. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none"> ● Oceti Sakowin tribes lived in federal territories that by federal law were free. The social conflict was caused by slavery and state rights, which did not apply to the Oceti Sakowin. The Oceti Sakowin did not want to fall under federal power or state power. 	
<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 major events leading to the Civil War (i.e. Northern/Southern Economy, Slavery, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Dred Scott Decision, Johns Brown, Bleeding Kansas, Lincoln-Douglas Debates, Election of 1860). ● ELA Connection: 8.RL.1 Students cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.3.4. Students will explain causes, events, and effects of the Civil War. (Courses: Early, Comprehensive) and ● High School History Connection 9-12.H.3.3. Students will critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy. (Courses: Early, Comprehensive) ● High School Civics Connection 9-12.C.2.4 Students will explain how the goals set forth in the preamble of the United States Constitution reflect enduring issues of American society

South Dakota Social Studies Unpacked Standards Template

		<ul style="list-style-type: none"> ● High School Economics Connection 9-12.E.1.3 Students will differentiate among the factors of production of land, labor, capital, and entrepreneurship
--	--	---

C3 Framework Relevant Skills and Applications

- Constructing Supporting Questions:**
- D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- 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.
- Developing Claims and Using Evidence:**
- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Taking Informed Action:**
- 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.

Example strategies to reach depth and intention of the standard

- Create a graph that illustrates the increasing number of slaves in the South after the invention of the cotton gin.
- Create a population density map that shows the dense number of slaves found in the southern part of the United States.
- Create a Venn Diagram that compares and contrasts the idea of State’s rights held by the North and South.
- Create a poster (paper or digitally) that includes all the “steps” towards the Civil War. Use outlines of feet that analyze each event and describe why/how it was a cause of the Civil War.

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:
------------------	---

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none">● Slavery in the Civil War	<ul style="list-style-type: none">● First, anonymously poll the students and ask them why they think the Civil War began. Create a pie chart, or have a student do it, that summarizes the students beliefs. This pie chart will be posted in the classroom (or somewhere in the hallway near the classroom). Next, students will read different historical interpretations of the main reasons why the Civil War got started. These interpretations should be passages from historical accounts (from different periods), the textbook, history websites, local historians, primary source documents (like Confederate state constitutions), and if applicable, local memorials. After reading and analysis, students will create committees around the answer to the following questions “What started the Civil War.” Working in their committees, students will create illustrations, prepare debate candidates, and/or design a campaign in which they attempt to prove their interpretation to be correct. After students finish their project, they will vote again. The interpretation that wins the most votes will be declared the winner, and as a class, the students will draft a resolution that promotes that interpretation of why the Civil War got started.
--	---