

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.2.4 Associate key individuals with their roles in the Civil War.	
Student Friendly Language:	I can describe key individuals and the roles they played during the Civil War.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.C.5.1 Explain how democracy relies upon citizens’ responsible participation, and draw implications for how individuals should participate <ul style="list-style-type: none"> ○ The citizens’ in the Civil War are doing what they see is their way of participation - even if it means withdrawing from the United States. ● 7.G.2.3 Analyze political and economic systems <ul style="list-style-type: none"> ○ Understanding political and economic systems of the key individuals helps us understand the role these people will take during 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"> ● Specific key individuals along with describing their role within the Civil War. (Lee, Davis, Grant, Lincoln, Sherman, Jackson, Clara Barton, etc.) 	<ul style="list-style-type: none"> ● The different roles Americans played in both the North and South, throughout the Civil War. (spies, nurses, farmers, immigrants, slaves, drummer boys etc.) 	<ul style="list-style-type: none"> ● Identify key individuals and describe the characteristics that made them an important individual in the Civil War. ● Compare and contrast the characteristics of the people from the North versus the South.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> ● Associate ● Key Individuals ● Role ● Civil War 	<ul style="list-style-type: none"> ● That only a few individuals were involved in the Civil War, when really MANY groups were advocating their position on what they feel should happen. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> N/A 	
<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 research major historical figures and their impact on the U.S. Civil War (i.e. Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert Lee, Clara Barton, etc.). ELA Connection: 8.W.6. Students use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> 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 Civics Connection 9-12.C.5.1 Students will differentiate between rights and responsibilities of a citizen and the practice of civic virtue High School Civics Connection 9-12.C.5.3 Students will explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> 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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> 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. 		

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Example strategies to reach depth and intention of the standard

- Illustrate a poster (paper or digitally) that compares and contrasts the views of Abraham Lincoln and Jefferson Davis.
- Create a T-chart that provides information regarding the different leadership styles of Ulysses S. Grant and Robert E. Lee.
- Put students into groups and assign them each a role of key individuals during the Civil War (ex. spies, nurses, farmers, immigrants, slaves, drummer boys). After students have done some research, have them create a short skit that highlights their groups key role that impacted the Civil War.
 - Can change the key individuals to specific generals or leaders from the Civil War as well.

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"> ● Role of the Confederate Statues/Symbols in the 21st Century. 	<ul style="list-style-type: none"> ● Students will identify the major symbols and figures of the Confederacy and analyze ongoing debates over their relevance in the 21st Century. Students will form their own opinions on what should happen with them and write hypothetical letters to the editor. Students will read their peers' letters and organize them into different categories. The teacher or students can decide on categories, or you can use the following (1) "support removal of Confederate symbols," (2) "does not support removal of Confederate symbols," (3) "other." Students will form committees around these letters and the committee will draft a final letter from the collection. These final letters will be sent to the school newspaper, local community paper, and/or local and state government officials/representatives.