

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
<b>Grade Level/Band Standard:</b>	8.H.3.4 Investigate how the abolition of slavery affected the life of African-Americans in United States' society.	
<b>Student Friendly Language:</b>	I can examine facts about how African-Americans' lives changed as a result of their new freedom.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● 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"> <li>○ Understanding how these regions changed before the war, will help students realize how much the entire US society changes when slavery is abolished.</li> </ul> </li> <li>● 8.H.4.6 Connect the fundamental liberties and rights stated in the first 15 amendments of the Constitution to current events               <ul style="list-style-type: none"> <li>○ Amendments 13, 14, and 15 are directly linked to the abolition of slavery, and trying to set new society norms. These norms will be in place during Reconstruction, but will falter when Reconstruction is ended, without the full reform occurring.</li> </ul> </li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>● How African American lives were affected before and after slavery was abolished.</li> </ul>	<ul style="list-style-type: none"> <li>● How African-American lives were affected after the addition of the 13th Amendment and other Reconstruction policies. (etc. sharecropping, Freedmen's Bureau, black codes, Civil Rights, Jim Crow Laws, etc. )</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the differing levels of freedom of different groups of the ex-enlaved after the conclusion of the Civil War.</li> <li>● Based on reading post-Civil War racial policies and laws (sharecropping, Freedmen's Bureau, black codes, Civil Rights, Jim Crow Laws), predict how these policies would affect Black Americans.</li> <li>● Read perspectives of Black Americans and white-hate groups (KKK) and characterize the motivations behind their differing actions. The teacher can give characteristics if need be.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	

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<ul style="list-style-type: none"> <li>● Investigate</li> <li>● Examine</li> <li>● Abolish</li> <li>● Affect</li> <li>● Citizenship</li> <li>● Jim Crow</li> <li>● Reconstruction</li> <li>● 13th Amendment</li> </ul>	<ul style="list-style-type: none"> <li>● That once the 13,14,15 amendments were ratified, life immediately became “better” for the freed enslaved peoples, when in reality, many faced discrimination and new laws to keep them from being truly equal to other citizens.</li> <li>● That once the Civil War was over there were no issues regarding race relations in the United States.</li> </ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 4</a>	<ul style="list-style-type: none"> <li>● African Americans moved into Oceti Sakowin land as homesteads, soldiers, and scouts.</li> <li>● Oceti Sakowin had a form of indentured servanthood. They also had prisoners of war. Both indentured servants and prisoners of war had a specific time limit or end point to their condition. Many captives chose to be adopted by the tribe (like Sitting Bull’s adopted son “One Bull”). Unlike American slavery, there was no permanent status of being an unpaid worker or captive (in other words a slave).</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p style="text-align: center;"><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● See prior knowledge section above for standards and explanations.</li> </ul>	<p style="text-align: center;"><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Students will research the impact of the 13th, 14th, and 15th amendments on African Americans in the United States.</li> <li>● ELA Connection: 8.W.7. Students conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions</li> </ul>	<p style="text-align: center;"><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● High School History Connection 9-12.H.4.6. Students will evaluate the causes, events, and effects of reform movements stimulated from the 2nd Great Awakening. (Courses: Early, Comprehensive)</li> <li>● High School History Connection 9-12.H.3.4. Students will explain causes, events, and effects of the Civil War. (Courses: Early, Comprehensive).</li> <li>● High School Geography Connection 9-12.G.5.1 Students will analyze the characteristics,</li> </ul>

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	<p>that allow for multiple avenues of exploration.</p>	<p>distribution, and migration of human populations</p> <ul style="list-style-type: none"> <li>High School Geography Connection 9-12.G.5.3 Students will explain how human migration impacts local and global politics, economies, societies, and regions</li> </ul>
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***C3 Framework Relevant Skills and Applications***

<p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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***Example strategies to reach depth and intention of the standard***

<ul style="list-style-type: none"> <li>Illustrate a Venn Diagram that compares and contrasts slave codes with poll taxes, literacy tests, Jim Crow Laws, etc...</li> <li>Create compelling questions regarding "40 acres and mule."</li> <li>Students should analyze information from the effects of the 13th Amendment; then create any type of artifact that provides evidence to show how those effects eventually lead towards the Civil Rights Movement.</li> </ul>
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***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.

<p><b>Activity:</b></p>	<p><b>Description on How to Use the Activity and How it Meets the Grade Level:</b></p>
<ul style="list-style-type: none"> <li>Civil Rights Era Biographies</li> </ul>	<ul style="list-style-type: none"> <li>Students will evaluate the 15th amendment to the United States Constitution and briefly examine the Civil Rights Movement of the 1960's. Students will then research historical people between the era of the American colonies and post-Civil War Reconstruction that also</li> </ul>

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	<p>fought for and/or promoted civil rights. Students will complete research on these individuals and create summaries as to why they should be seen as part of the Civil Rights Movement. These bios can be creatives, containing illustrations and imaginative artistic expression. This project will be best if students hang them on their locals, or make them available for other students to read and see.</p>
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