

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
<b>Grade Level/Band Standard:</b>	8.H.4.10 Explain how the war affected soldiers, civilians, women, the physical environment, and future warfare.	
<b>Student Friendly Language:</b>	I can explain the effect the war had on the environment, people, and future wars.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe               <ul style="list-style-type: none"> <li>○ Learners need the knowledge of basic geography to understand how physical environments change because of war.</li> </ul> </li> <li>● 4.H.2.5 Describe how wars affected South Dakotans               <ul style="list-style-type: none"> <li>○ Learners can connect this standard to the broader experiences of wars in the United States and how warfare changes.</li> </ul> </li> <li>● 5.H.4.4 Identify key events during the American Revolution considering how they affected people, government, and the economy               <ul style="list-style-type: none"> <li>○ When comparing the American Revolution to the Civil War, learners can connect to what they recall from how the Revolutionary War changed American society.</li> </ul> </li> <li>● 8.H.1.2 Identify causes and effects of the War of 1812, Texas Revolution, and the Mexican American War               <ul style="list-style-type: none"> <li>○ Understanding these causes and effects allow learners to compare how the Civil War changes society moving forward.</li> </ul> </li> <li>● 8.H.4.8 Draw conclusions on how the reform movements of the mid-nineteenth century affected the U.S.               <ul style="list-style-type: none"> <li>○ Learners can see how these reform movements were impacted by the Civil War.</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>● Different ways the war affected civilians, soldiers, and the physical environment along with identifying how it differed for the Union compared to the Confederacy.</li> </ul>	<ul style="list-style-type: none"> <li>● The benefits and dangers of fighting a war on their home soil vs. fighting in hostile areas.</li> </ul>	<ul style="list-style-type: none"> <li>● Examine how improved medical techniques changed future warfare along with comparing and contrasting the role women played during the previous wars to their role in today's society.</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>● Explain</li> <li>● Affect</li> <li>● Civilians</li> <li>● Environment</li> <li>● Warfare</li> </ul>	<ul style="list-style-type: none"> <li>● That the Civil War was fought the same way as previous wars - such as little civilian involvement in the attacks.</li> <li>● That the Civil War did not make use of the new technologies from the mid-1800s - such as mass production, communication improvements, etc.</li> <li>● That the Civil War did not dramatically change the social-economic-political structures within all the United States.</li> <li>● That the Civil War was not the deadliest war in American history.</li> </ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 6</a>	<ul style="list-style-type: none"> <li>● 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 Tribal members did not want to fall under federal power or state power.</li> <li>● The Civil War increased federal powers and set the precedent that the federal government had supreme authority.</li> <li>● The Civil War saw many new and improved weapons; these weapons made it easier for the United States government to dominate the Oceti Sakowin Tribal members.</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 examine the effects of warfare on society as a whole.</li> <li>● ELA Connection: 8.W.2.A Students write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Students introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories;</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.2.2. Students will evaluate how historical events and developments of the French Revolution and Napoleonic Era were shaped by unique circumstances of time and place as well as broader historical contexts</li> <li>● High School History Connection 9-12.H.4.7. Students will evaluate the causes and effects of the First World War on the United States. (Courses: Modern, Comprehensive)</li> </ul>

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	<p>include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> <li>● High School History Connection 9-12.H.4.9. Students will explain the causes, events, and consequences of the Second World War including issues at home and abroad. (Courses: Modern, Comprehensive)</li> <li>● High School History Connection 9-12.H.2.5. Students will analyze multiple and complex effects of events and people related to the Cold War</li> <li>● 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</li> <li>● High School Geography Connection 9-12.G.7.2 Students will elaborate upon the interaction of physical and human systems and their influence on current and future condition</li> </ul>
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***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.

**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***

## South Dakota Social Studies Unpacked Standards Template

- Create a venn diagram comparing and contrasting the types of warfare used during the Civil War and the American Revolution
- Have students create two informational posters with graphics, one for the Union and one for the Confederacy. Posters should have illustrations to show how each side’s soldiers, civilians, women, and their physical environment was impacted differently from the Civil War. Posters can also include short statements/facts describing each image’s impact.
  - (ex. Estimated casualties for each side, estimated number of desertions, estimated number of acres destroyed, etc.)

### ***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● The Revolution of Warfare in the United States</li> </ul>	<ul style="list-style-type: none"> <li>● Students can create a timeline of major wars the U.S. have been involved in under the categories of soldiers, civilians, women, and physical environment.</li> <li>● Students can research how the U.S. has changed and evolved over the course of warfare from the American Revolution through the War on Terror, including the U.S. Civil War, WWI, WWII, Korea, Cold War, and Vietnam.</li> <li>● Students will see how the preparation of soldiers has changed from Valley Forge in the Revolution to today’s Basic Training, the involvement of civilians as spies in the Revolution and Civil War to rationing during the world wars and involvement of Civilian Public Service. They will also see the involvement of women from the Revolution to Clara Barton in the Civil War, and Rosie the Riveter campaign in WWII, and enlistment of women in the military today. Students can also take a physical geography approach to the environment to explain how land reparations were made through the Revolution and Civil War, and Germany’s treaty agreement in WWI.</li> </ul>