

## 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.4.11 Draw conclusions about the political, economic and social effects of Reconstruction in the United States.	
<b>Student Friendly Language:</b>	I can evaluate the impact of Reconstruction on U.S. politics, economy, and society.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● 2.H.1.2 Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past.               <ul style="list-style-type: none"> <li>○ Skills built in this standard will allow students to think about how Reconstruction changes the political, economic and social spheres of American Society.</li> </ul> </li> <li>● 3.C.3.2 Identify the structure, roles, and responsibility of local government               <ul style="list-style-type: none"> <li>○ Skills from this standard will help identify how Reconstruction changes the local governments.</li> </ul> </li> <li>● 4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms               <ul style="list-style-type: none"> <li>○ Skills built in this standard will help learners with how laws are created during Reconstruction to create changes in American society.</li> </ul> </li> <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>○ Knowing this standard allows students to see how Reconstruction changes various components of the United States in all regions - not just the North and South.</li> </ul> </li> <li>● 6.C.1.2 Identify how government decisions impact people, places, and history               <ul style="list-style-type: none"> <li>○ US Government laws will help shift all aspects of American society after Reconstruction.</li> </ul> </li> <li>● 7.G.7.3 Draw conclusions on how past human and/or physical conditions influence present and/or future conditions               <ul style="list-style-type: none"> <li>○ How the US dealt with Reconstruction laws still impacts our society today.</li> </ul> </li> <li>● 8.H.2.5 Investigate ways the Civil War changed the United States government               <ul style="list-style-type: none"> <li>○ Reconstruction will change the political, economic, and societal climate of the US.</li> </ul> </li> <li>● 8.C.3.2 Describe the rationale behind the United States' ability to amend the Constitution               <ul style="list-style-type: none"> <li>○ Changing the Constitution allows new laws so that it reflects the new societies after the Civil War and Reconstruction.</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>

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<ul style="list-style-type: none"> <li>How Reconstruction brought about a whole new set of issues in the United States, including intensified race issues, increased anger between the North and the South, and new issues within the government.</li> </ul>	<ul style="list-style-type: none"> <li>Different Reconstruction plans and can identify how each one affected American politics, economics, and society.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the different ways how African Americans were denied fundamental rights and liberties during Reconstruction, along with making connections to how those events can still be affecting today's society.</li> </ul>
<p><b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b></p>		<p><b><i>What are possible misconceptions students may have with respect to this standard?</i></b></p>
<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Political</li> <li>Social</li> <li>Economic</li> <li>Evaluate</li> <li>Impact</li> </ul>	<ul style="list-style-type: none"> <li>That the United States was homogenous in the politics, economics, and societies after Reconstruction.</li> <li>That all regions of the United States were treated equally at the end of the Civil War, and Reconstruction was welcomed by everyone in society.</li> </ul>	
<p style="text-align: center;"><b><i>OSEUS Connection</i></b></p>		
<p style="text-align: center;"><b>Essential Understanding:</b></p>	<p style="text-align: center;"><b>Descriptive Connection Between Social Studies and OSEU:</b></p>	
<p style="text-align: center;"><a href="#">OSEU 5</a> and <a href="#">OSEU 6</a></p>	<ul style="list-style-type: none"> <li>The end of the Civil War changed the federal government's perspective of the Oceti Sakowin. The US army was re-energized with financial resources, motivation for economic gain, and man-power to fight a new war out West. There was also a strong desire for new land settlements and immigration.</li> </ul>	
<p style="text-align: center;"><b><i>Vertical Alignment</i></b></p>		
<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 political, social, and economic changes of Reconstruction and how they affect the U.S. today (i.e. 13-15 Amendments, 10% plan, Amnesty Act, Wade-Davis</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.1.4. Students will analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from</li> </ul>

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	<p>Bill, Impeachment of Johnson, Compromise of 1877, segregation, Plessy vs. Ferguson/Brown vs. Board of Education, KKK, Transcontinental Railroad, Veterans, Sharecropping, Homestead Act).</p> <ul style="list-style-type: none"> <li>● ELA Connection: 8.RI.9 Students analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li> </ul>	<p>Reconstruction through the Progressive Era. (Courses: Modern, Comprehensive)</p> <ul style="list-style-type: none"> <li>● High School Civics Connection 9-12.C.1.2 Students will summarize the critical similarities and differences in the various forms of government</li> <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> <li>● High School Economics Connection 9-12.E.2.1 Students will compare and contrast the characteristics of perfectly competitive and less competitive market structures</li> </ul>
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***C3 Framework Relevant Skills and Applications***

**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:**

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.

**Communicating Conclusions:**

- 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.

***Example strategies to reach depth and intention of the standard***

- Illustrate a map displaying post-Reconstruction use of land that would show the displacement of Native Americans.
- Divide the students into groups and assign them different Reconstruction plans. Students should research their plan and present back to the class the different political, economic, social effects it had on different groups of Americans during Reconstruction.

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- Have the students “rewrite history” and predict how they think Reconstruction would have gone differently if Abraham Lincoln was never assassinated. They should also reflect on how his plan would have impacted our world differently today, tying in any current event issues that would also be impacted.

***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>● We must know our history to know our present.</li> </ul>	<ul style="list-style-type: none"> <li>● First, students will need to create three large timelines in a public school space (ie. hallway, cafeteria, library, ect.). These timelines should go between the end of the Civil War to present day. Once students have done this, they will be divided into three groups: political, economic, and social. Once students are in these three groups, they should further divide themselves into subgroups; for example, “political” could be divided further into conservative, liberal, Republican, Democrat, small state, large state, rural, urban, and so on (even if the teacher has sub-groups prepared, students should participate in the creation of additional ones that they think are important). Students should then research the major events of each category between American Reconstruction to the modern era. As students discover events, they will create tags with that event's name and place it on the timeline (we advise creating a color code for the different groups). Once the timelines are filled, students will connect events from Reconstruction to modern day ones using yarn (again a color code could be useful if you want students to make inferences). We wrote suggestions below of events that could be included.             <ul style="list-style-type: none"> <li>○ For example:                 <ul style="list-style-type: none"> <li>■ Political: 10% Plan, Wade-Davis Bill, Reconstruction Act, 13th-15th Amendments, Jim Crow Laws, Amnesty Act, Compromise of 1877.</li> <li>■ Economic: Veteran’s Affairs for Confederate and Union military members, Transcontinental Railroad, Sharecropping, Homestead Act</li> <li>■ Social: Jim Crow South, Ku Klux Klan, segregation, carpetbaggers, scalawags</li> </ul> </li> </ul> </li> <li>● After research, students could compile a list of legislation, organizations, monuments, and events that exist today because of the political, economic, and social effects of Reconstruction             <ul style="list-style-type: none"> <li>○ For example: Brown vs. Board of Education, Veteran’s Affairs, NAACP, Martin Luther King Jr. Memorial, etc.</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>• Through their research and collective lists, students can begin to see how the events of Reconstruction shaped a major part of our culture today.</li></ul> |
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