

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.
Grade Level/Band Standard:	8.H.4.7 Describe ways in which migration led to conflicts between Anglo-European and Native American culture.
Student Friendly Language:	I can describe the ways American expansion led to conflicts with Native Americans and foreign nations.
<i>What prior knowledge do students need to have to be successful on this standard?</i>	
<ul style="list-style-type: none"> ● The concept of land ownership differences between Native Americans and European nations. ● Native American historical land areas, along with the alliances each nation had with other nations. ● The different locations European nations will arrive, and their actions towards the Native American nations they meet. ● 1.G.6.1 Describe ways in which people modify and adapt to the environment <ul style="list-style-type: none"> ○ This is a basic result of why Europeans want to start moving to the “new” lands, and also the idea behind where Indigenous tribes are using / claiming lands. ● 3.H.1.2 Explain cause and effect relationships that impacted early settlement and development in the United States <ul style="list-style-type: none"> ○ Early settlements will lead to conflicts between Anglo-Europeans and Indigenous cultures because of the different value systems and ideas of land ownership. ● 4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms <ul style="list-style-type: none"> ○ These migration conflicts will create new laws to protect Anglo-Europeans, and in some cases the Indigenous tribes (Proclamation Act 1763). ● 5.G.5.1 Describe how the spatial patterns of cultural activities in a place change over time because of interactions with nearby and distant places <ul style="list-style-type: none"> ○ As new Anglo-European settlements take shape, the patterns of the area change: both physically and via trade routes formed by the new locations connecting for trade of goods and ideas. ● 8.H.1.4 Explain how and why the land west of the Mississippi was acquired and settled <ul style="list-style-type: none"> ○ These lands will be involved in conflicts as Anglo-Europeans migrate into new lands, or lands that were promised to never be used by the Anglo-Europeans. ● 8.H.2.2 Analyze how westward expansion was motivated by economic gain and Manifest Destiny <ul style="list-style-type: none"> ○ The concept of “West” is always changing - even the first Anglo-European settlements were West of Europe and were for the economic gain of the European countries. 	

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<i>Students Will Know (Factual Knowledge)...</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none"> America’s Manifest Destiny with conflicts between Native American groups and foreign nations. 	<ul style="list-style-type: none"> The outcomes of different conflicts that occurred when Native Americans were forced off their lands due to Anglo-European expansion. 	<ul style="list-style-type: none"> Justify a stance on the impact that Native American Removal had on relations with the Anglo-Europeans. Create an artifact that shows different connections of current relationships between our government and Native American tribes today.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none"> Westward Expansion Migration Conflict Foreign Nations Culture Missionaries 	<ul style="list-style-type: none"> That no Native American nations were on the coastline of the Atlantic where English settlers landed. That all Native American nations were the same with the Americans. That Native American nations were not forced to move into other Nation’s territories as European settlements expanded. That Native Americans daily life was not interrupted due to displacement. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 2</p> <p style="text-align: center;">OSEU 5</p> <p style="text-align: center;">OSEU 6</p>	<ul style="list-style-type: none"> The Euro-American ideals of economic gain adversely affected the Oceti Sakowin people. The oral tradition and written accounts of the Oceti Sakowin differ in regards to the impact imperialism and Manifest Destiny had on the U.S. The Manifest Destiny, the Homestead Act, and the Dawes Act adversely affected the Oceti Sakowin people and their land. 	
<i>Vertical Alignment</i>		

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<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 the motivation of European settlement in North America, and how that migration affected the indigenous people of North America. ● ELA Connection: 8.SL.4 Students present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.1.3. Students will describe causes and effects of the process of United States territorial expansion between the founding and the Civil War. (Courses: Early, Comprehensive) ● High School Geography Standard 9-12.G.5.1 Students will analyze the characteristics, distribution, and migration of human populations. ● High School Geography Standard 9-12.G.5.3 Students will Explain how human migration impacts local and global politics, economies, societies, and regions.
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C3 Framework Relevant Skills and Applications

- Constructing Supporting Questions:**
- D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing.
- Developing Claims and Using Evidence:**
- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.
- 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

- Students should make a KWL chart that relates to Native American reactions to American westward expansion.
- Have students “travel back in time” to rewrite history so American westward expansion wouldn’t have impacted Native Americans negatively, providing a solution.
 - Students should research American governmental decisions that forced relocation/caused conflicts with Native Americans, then determine how it should have been done differently. Students also should reflect on how the world today would be different if they had the chance to go back.

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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.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> Strengthening the Relationship between the U.S. Government and Native Americans in South Dakota 	<ul style="list-style-type: none"> After researching the impact of Manifest Destiny on Native Americans, students should research the tribes present in South Dakota today. What challenges do the tribes face? What cultural aspects are present in the tribes? How does tribal law interact with federal or state law? After research, students should compile a list of solutions to strengthen the relationship between Native Americans and the United States government.