

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.4.8 Draw conclusions on how the reform movements of the mid-nineteenth century affected the U.S.	
Student Friendly Language:	I can explain how political and social reform changed the United States in the mid-1800s.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none"> ● United States society is changing through the advocacy of women, abolitionism, and changes in technology. ● That the different economic regions of the United States are causing the reform changes because of how society is changing. ● 2.C.3.1 Identify laws in your local government and how local laws are made <ul style="list-style-type: none"> ○ Knowing how local laws are made is helpful when looking at how different regions' laws will vary based on what those people want. ● 4.H.5.2 Use evidence to develop a claim about the past <ul style="list-style-type: none"> ○ These research skills help students to draw their own conclusions for how reform movements change the United States. ● 6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security <ul style="list-style-type: none"> ○ Reform movements arise when citizens want items that governments need to do for the local citizens. For instance, the advocacy of women, abolitionism, and changes in technology impact where society needs changing. ● 8.H.3.4 Investigate how the abolition of slavery affected the life of African-Americans in United States' society <ul style="list-style-type: none"> ○ Abolitionist and Women's Rights groups were reform movements that dramatically changed the mid-nineteenth century and the society moving forward. 		
<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"> ● Multiple ways reform movements changed American society in the mid-1800's. (religious reforms, education reforms, unions, etc.) 	<ul style="list-style-type: none"> ● Specifically how reform movements affected American society of the mid-nineteenth century. (improved conditions for workers, an improved education system, better facilities for the mentally ill, eventually equal rights for African Americans and women etc.) 	<ul style="list-style-type: none"> ● Compare and contrast the long-term effects of the reform movements from the mid-nineteenth century to current events today.

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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"> ● Draw Conclusions ● Reform ● Affect ● Political ● Social ● Suffrage 	<ul style="list-style-type: none"> ● That the reform movements are uniform across the United States, and the experiences of these movements are the same no matter the region they occur. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 6</p>	<ul style="list-style-type: none"> ● The religious reform movements of the mid-eighteenth century negatively impacted the Oceti Sakowin by encouraging Christian reform within the tribe. 	
Vertical Alignment		
<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 reform movements of the 1800s (i.e. Education, Enlightenment, Slavery, temperance unions, women’s rights, etc.) and explain the effects of that work on the U.S. today. ● ELA Connection: 8.RI.5 Students analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 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) ● High School Civics Connection 9-12.C.4.2 Students will summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government.

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- 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

C3 Framework Relevant Skills and Applications

- 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.
- Developing Claims and Using Evidence:**
- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- 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.
- 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

- Have the students illustrate a poster demonstrating the different social reform movements of the mid-1800s.
- Students can complete a venn diagram comparing and contrasting the effect of the social reform movements.
- Divide students into groups and assign them a different reform (social/political). Students then become the masters of their reform, compiling evidence and pictures to present it back to the class.
 - Students should include how their specific reform has impacted the US today, and also providing current events when/where applicable.

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.

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Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">● Local Reform	<ul style="list-style-type: none">● Students will read information about different reform movements during the 19th century (i.e.. civil rights, women’s suffrage, religious equity, etc..). Students will then write their opinion on whether or not these reform movements are still needed today. Once students write their opinion, they will give it to another student, who will then read and make comments on the argument. Students will continue to pass around their arguments until they have several affirmations and/or critiques. Based on the feedback, students will complete additional research to affirm the praise they received, determine the use of the critiques, and to prepare for any revision they themselves deem necessary. After research, students will rewrite their argument. All final arguments will be collected and shared with the class.