

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.4.9 Assess the impact of significant inventors, technology and industrialization on mid-1800s America.	
Student Friendly Language:	I can understand how new inventions, industries, and ideas changed the United States during the 1800s.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● Why the reform movements are occurring and how they are a result of the new inventions, industries, and ideas. ● How the United States is expanding and the economy of regions is changing because of new inventions, industries, and ideas. ● 5.H.2.3 Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865 <ul style="list-style-type: none"> ○ The background from this standard will help students assess the impacts in the mid-1800s. ● 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"> ○ The US Government needed to change laws to meet the challenges that new technology / industrialization brought to the mid-1800s society. ● 7.E.4.2 Describe how technology affects the economic development of places and regions <ul style="list-style-type: none"> ○ Economic development is tied to the technology of places and regions. ● 8.E.3.1 Describe the impact of technology and industrialization on mid-1800s America <ul style="list-style-type: none"> ○ New technologies allowed for changes in the economic development of the different places and regions. For instance, the cotton gin changes how the Deep South harvests cotton. This then rippled to the North on how much factories could produce finished cotton products. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Inventors, technology, and industrialization of the mid-1800's America. 	<ul style="list-style-type: none"> ● How certain inventions like the steamboats, factories, interchangeable parts, cotton gin, telegraph, and machinery could have improved communication, production, transportation, and/or agriculture in mid- 1800's America. 	<ul style="list-style-type: none"> ● Research information to develop a presentation that connects inventions of the mid-19th century to innovations of today, along with describing how the inventions and technological advancements during the Industrial Revolution could still be impacting American society 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"> ● Assess ● Impact ● Inventions ● Technology ● Industrialization 	<ul style="list-style-type: none"> ● That new technology (inventions, industries, ideas) improved life for all people, but did not have any negative impacts on society. ● That new technology was positive for all members of society. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 1</p> <p style="text-align: center;">OSEU 6</p>	<ul style="list-style-type: none"> ● Mid-1800s technology and subsequent faster moving immigrants harmed the Oceti Sakowin people’s environment and destroyed the game. ● Mid-1800s technology both helped and hurt the Oceti Sakowin people. 	
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 major technological advances of the 1800s (i.e. cotton gin, interchangeable parts, factories, etc.) and how that technology affected society in the 1800s, and today. ● ELA Connection: 8.W.9 Students draw evidence from informational texts to support analysis, reflection, and research. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.2.1. Students will use questions generated about individuals and groups of the Scientific Revolution and Enlightenment to assess the significance of their actions and work ● High School History Connection 9-12.H.2.3. Students will evaluate how agricultural and industrial revolutions were shaped by the unique circumstances of time and place ● High School Civics Connection 9-12.C.5.9 Students will demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence

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		<ul style="list-style-type: none"> ● 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. ● High School Economics Connection 9-12.E.4.3 Students will weigh the impact of factors such as the availability of economic resources, level of technology, and degree of economic freedom on a nation’s economic growth
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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.

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.
- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- 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.
- D4.4.6-8. Critique arguments for credibility.
- D4.5.6-8. Critique the structure of 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

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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

- Research information to create an artifact that describes how the inventions and technological advancements during the Industrial Revolution still impact American society today.
- Have students create their own artifact that evaluates six major inventions along with each inventor. Generalize the impact the inventors had on the Industrial Revolution, along with explaining how their invention changed American life.
- Create a graphic organizer that shows how the invention of steamboats, factories, interchangeable parts, cotton gin, telegraph, and machinery improved communication, production, transportation, and/or agriculture in mid- 1800’s America.

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"> ● Inventors of of the 21st century 	<ul style="list-style-type: none"> ● After studying the impact of inventors and technology of the 19th century, teachers can compile a list of 21st century inventors and technology. Students can research the development of this technology and its impact on today’s culture and society. <ul style="list-style-type: none"> ○ For Example: Sergey Brin/Larry Page and Google, Steve Jobs and smartphones, Mark Zuckerberg and social media, Elon Musk and space travel ● Students could create a digital poster, demonstrating how these technologies impact the lives of a middle school student in the 21st century.