

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.	
<b>Grade Level/Band Standard:</b>	9-12.H.1.3 Describe causes and effects of the process of United States territorial expansion between the founding and the Civil War.(Courses: Early, Comprehensive)	
<b>Student Friendly Language:</b>	I can understand the reasons for and the effects of U.S. expansion.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Multiple indigenous cultures were already present within the U.S.</li> <li>Multiple countries settled within the U.S.</li> <li>The formation of a centralized U.S. government that was an influence in territorial expansion.</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>Causes of U.S. expansion</li> <li>Effects of U.S. expansion</li> <li>Areas of U.S. territorial expansion                             <ul style="list-style-type: none"> <li>(For example, Louisiana Purchase, Texas, Oregon Territory, lands obtained through the Treaty of Guadalupe Hidalgo)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>There were multiple reasons for expansion and many continued consequences of the process.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast territorial expansion with ideological expansion</li> <li>Identify common justifications for territorial and ideological expansion.</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>	
<ul style="list-style-type: none"> <li>Expansion</li> <li>Territory</li> <li>Representative Democracy</li> <li>Indigenous</li> <li>Sovereignty</li> <li>Manifest Destiny</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that the U.S. added territory over many years rather than all at once.</li> </ul>	

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<ul style="list-style-type: none"> <li>Ideological</li> </ul>		
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<p><a href="#">OSEU 2</a></p> <p><a href="#">OSEU 5</a></p> <p><a href="#">OSEU 6</a></p>	<ul style="list-style-type: none"> <li>A rich chronology of the Oceti Sakowin predates the founding era of the US in a continuum until today.</li> <li>The events and ideas in US territorial expansion in imperialism were the beginnings of an assault of the Oceti Sakowin people and culture.</li> <li>The causes and effects of territorial expansion impacted Oceti Sakowin into a resilient and dynamic society.</li> <li>The policies and treaties implemented during territorial expansion ultimately expanded to impact the Oceti Sakowin.</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>8.H.1.4. Explain how and why the land west of the Mississippi was acquired and settled.</li> <li>8.H.1.6. Describe the changing federal policy toward Native Americans after the Civil War.</li> <li>8.H.2.2. Analyze how westward expansion was motivated by economic gain and Manifest Destiny.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Current layout of U.S. territory and how it relates to past territory layouts. Relate to Native American lands and how they changed over time.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>9-12.G.5.1 Analyze the characteristics, distribution, and migration of human populations.</li> <li>9-12.C.1.4 Describe the influence of religion on western political thought.</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		

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### **Constructing Compelling Questions:**

- D1.1.9-12. Explain how a question reflects an enduring issue in the field.
- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

### **Determining Helpful Resources:**

- D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

### **Evaluating Sources and Using Evidence:**

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

### **Developing Claims and Using Evidence:**

- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

### **Communicating Conclusions:**

- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

### **Taking Informed Action:**

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

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

- Map project (based on time periods, geographical area, compare the original indigenous tribes to the current location/reservation system, etc.)

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<b><i>Possible Civic Engagement Activities</i></b>	
<p>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.</p>	
<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>● Research American Indian Movement (or other native rights groups)</li> </ul>	<ul style="list-style-type: none"> <li>● Students will make connections between treaties, ideas of tribal sovereignty, land ownership, the Bill of Rights/U.S. constitution, and/or other negotiated agreements to see the effects and connections of current day Native American tribes. This helps students understand the tribal citizenship Native American students have.</li> </ul>