

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	9-12.H.2.3 Evaluate how agricultural and industrial revolutions were shaped by the unique circumstances of time and place.	
Student Friendly Language:	I can describe how agricultural and industrial revolutions evolved in different places. I can assess the impact of time and place on agricultural and industrial revolutions.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Development of agrarian societies 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Various Industrial Revolutions • Various Agricultural Revolutions • Technical Inventions • Agricultural Inventions • Impact on livelihoods • Impact on global relations 	<ul style="list-style-type: none"> • Industrialization and agricultural technology changed the world • Industrialization developed in different ways in different places • The process of industrialization changed the dynamic of global economies 	<ul style="list-style-type: none"> • Explain how new technologies affected societies • Investigate how industrialization affected relationships between nations • Compare and contrast farming practices before and after revolutions • Assess the development of different revolutions across time and place
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"> • Industrial • Agricultural • Revolution • First Industrial Revolution • Second Industrial Revolution • Meiji Restoration 	<ul style="list-style-type: none"> • Revolutions are political • Revolutions are sudden • Revolutions in the past did not impact society today 	

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<ul style="list-style-type: none"> ● Various Agricultural Revolutions (e.g., American, Green ● Innovation ● Textile ● Enclosure ● Urbanization ● Standards of living ● Free market ● Socialism ● Assembly line 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 6.H.2.2 Analyze the development and cultural contributions that gave rise to the agrarian societies ● 6.H.2.4 Analyze the development and cultural contributions that gave rise to economic systems and political institutions 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Discuss how time and place shaped the agricultural and industrial revolutions. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 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) ● 9-12.H.3.3 Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy. (Courses: Early, Comprehensive)
<i>C3 Framework Relevant Skills and Applications</i>		

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Constructing Supporting Questions:

- D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

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.
- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.
- 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).
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
- 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.

Example strategies to reach depth and intention of the standard

- Research and present to the class on an invention from the Industrial Revolution
- Create just the outline of an essay responding to the prompt- How did the Industrial Revolution influence the world we live in today? Students write the introduction and the topic sentences of the supporting paragraphs only.
- Create a cause and effect chart of the revolution (technology, labor, social conditions, life expectancy...)

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<p style="text-align: center;"><i>Possible Civic Engagement Activities</i></p> <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>	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Reflection on the Industrial revolutions 	<ul style="list-style-type: none"> ● Using evidence, students will connect elements of the Industrial Revolution and/or agricultural revolutions to daily life then and now, answering one or both of the compelling questions using historical and contemporary examples. <ul style="list-style-type: none"> ○ Did the Industrial Revolution improve daily life? Or Did the Agricultural Revolution improve daily life?