

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
Grade Level/Band Standard:	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)	
Student Friendly Language:	I can understand and evaluate how the development of early American industry affected the systems of slavery, migration, and the developing national economy.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • The innovations leading up to the first industrial revolution. • The initial impact the innovations of the first industrial revolution had on slaves, migrant workers, and the economy. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Industrial development • Systems of slavery • Migration 	<ul style="list-style-type: none"> • That industrialism had both positive and negative consequences on society. • Industrialism dramatically changed how people worked, lived, and moved throughout the United States. • Industrialism was a major factor in the development of a national economy. 	<ul style="list-style-type: none"> • Identify various consequences, both positive and negative, of industrialism. • Evaluate the changes to slavery, migration, and the economy associated with industrialism.
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"> • Industrialization • Infrastructure • Migration • Monopoly • Mass production 	<ul style="list-style-type: none"> • The harsh realities of life during this time • Not all parts of the United States industrialized at the same time 	
OSEUS Connection		

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<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 6</p>	<ul style="list-style-type: none"> The effects of migration to the west ended the nomadic culture of the Oceti Sakowin. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> 8.H.3.4 Investigate how the abolition of slavery affected the life of African-Americans in United States' society. 8.H.4.8 Draw conclusions on how the reform movements of the mid-nineteenth century affected the U.S. 8.H.4.9 Assess the impact of significant inventors, technology and industrialization on mid-1800s America. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Connect to developing countries around the world 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> 9-12.C.1.5 Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and questions.
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> 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. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> Compare/contrast the perceptions of major industrial figures (ex: Titan of Industry vs. Robber Baron) 		

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- Compare/contrast systems of labor

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"> • Look at modern systems of slavery • Researching a local or national company 	<ul style="list-style-type: none"> • Contact groups that work to abolish modern slavery and make a PSA • Research or visit, if possible, a business and further research their business practices. Then write a letter to the editor about business practices, create a mock plan to entice a business to come to your area. Students can research the potential impact (positive and negative) of having a specific business come to their area.