

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.3.4 Explain causes, events, and effects of the Civil War. (Courses: Early, Comprehensive)	
Student Friendly Language:	I can identify key events and understand the major causes and repercussions of the Civil War.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • How the United States economy and society looked before the Civil War. • Major events that led up to the Civil War (ex: sectionalism) 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Social, economic, and political factors that contributed to the start of the Civil War • Major battles of the Civil War • Major societal events of the Civil War • Effects on social, economic, and political systems after the Civil War 	<ul style="list-style-type: none"> • Multiple factors led to the tensions between the north and south that eventually led to Civil War. • Social, economic, and political policies contributed to the cause of the Civil War. • Differences between the social, economic, and political structure of the north and the south impacted the outcome of the Civil War. • There were both negative and positive consequences on the social, economic, and political landscape of the United States as a result of the Civil War. 	<ul style="list-style-type: none"> • Identify social, economic, and political differences between the north and the south and the impact those differences had on each side. • Explain the causes and effects of various battles and events of the Civil War. • Evaluate the different social, economic, and political consequences of the Civil War • Identify and understand the impact of key individuals who played a major role in the Civil War.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Emancipation ● Confederate ● Union ● Tariff ● Rebellion ● Secede 	<ul style="list-style-type: none"> ● The idea that Lincoln freed all slaves and what emancipation actually accomplished. ● The role of slavery in the scope of the Civil War. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none"> ● The Dakota Uprising occurred as a result of the Civil War and impacted all Oceti Sakowin. ● Freedoms extended to former slaves after the Civil War with the Civil War Amendments, including citizenship, did not apply to Oceti Sakowin until 1924. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 8.H.1.5 Describe major military battles and campaigns of the Civil War. ● 8.H.1.6 Describe the changing federal policy toward Native Americans after the Civil War. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● The definition of freedom (connect to modern protest movements) 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions. ● 9-12.C.4.2 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.
C3 Framework Relevant Skills and Applications		

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Constructing Compelling Questions:

- D1.1.9-12. Explain how a question reflects an enduring issue in the field.
- D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

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.

Example strategies to reach depth and intention of the standard

- What role does history play in the present? Ex: Extend their knowledge by looking at the lasting impact of Reconstruction. Students could look at the policies of Reconstruction to see what has changed, what no longer exists, etc.

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"> ● Research local memorials and their history ● Identify minority groups and research their role in the community 	<ul style="list-style-type: none"> ● Create a presentation regarding why the memorials exist for some events and not others. ● Students can research minority groups (races, ethnicities, religions) to see the impact their community has on the broader community. Students could create PSAs about the diversity of their local areas.