

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:	9-12.H.4.1 Identify and distinguish between long-term causes and triggering events of WWI.	
Student Friendly Language:	I can identify the long-term causes of WWI I can explain the effects of the events of WWI	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● The goals of imperialism ● The effects of the Industrial Revolution ● The rise of Socialism 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Nationalism ● Militarism ● Imperialism ● Alliance System ● Assassination of Franz Ferdinand ● Multiple declarations of war ● Sides of the War ● Effects of Modern Warfare ● Russian Revolution ● Treaty of Versailles 	<ul style="list-style-type: none"> ● There were many pre-existing conditions and a few developing events that allowed one event (the assassination) to spark a global event (the war). ● The assassination led to the activation of the alliance system, causing the conflict to expand. ● How the Industrial Revolution led to an expansion of military technology. ● How the Russian Revolution was influenced by political ideology. ● .The goals of the different countries in the Versailles Peace Process. 	<ul style="list-style-type: none"> ● Explain how the alliance system caused a single event to turn into a major war. ● Identify factors (militarism, nationalism and imperialism) that created tensions and fears between countries. ● Explain how an expanse of technology led to devastation on the battlefield ● Critique how ideology led to political uprising. ● Explain the terms of the treaty to end the war. ● Critique how factors that created the war led to the outcome of the treaty.

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<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none"> ● Nationalism ● Militarism ● Imperialism ● Trench Warfare ● SS Lusitania ● Russian Revolution ● Zimmermann Note ● Communism ● Armistice ● Treaty of Versailles 	<ul style="list-style-type: none"> ● The complex alliances ● Reasons for fighting the way the armies did ● America’s reasons for entering the war ● Confusing events with WWII 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	N/A	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 6.H.1.1 Classify key global events in chronological order ● 6.H.1.2 Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future ● 8.C.1.2 Explain how government decisions impact people, places, and history ● 8.C.1.3 Explain the ways in which governments meet the needs of 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Identify and distinguish between long-term causes and triggering events of WWI. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.C.6.1 Explain the foreign policy process in the United States and give examples of its impact on foreign policy initiatives ● 9-12.H.1.5 Explain the transformation of America from World War I through the Great Depression.(Courses: Modern, Comprehensive ● 9-12.H.4.7 Evaluate the causes and effects of the First World War on the United States.(Courses: Modern, Comprehensive

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<p>citizens, manage conflict, and establish order and security</p> <ul style="list-style-type: none"> ● 8.C.6.1 Identify the impact of foreign policy decisions throughout U.S. history 		
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● 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. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● 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). 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> ● Visual timeline of reasons for starting the war. ● Class debate: To war or not to war? ● Map Activity over the sides of the war. ● Simulating a global War: RISK type game on the board. 		
<p><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>		
<p>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>	
<ul style="list-style-type: none"> ● Present research to decision makers: When is war justified? (Exhibit, Essay, etc.) 	<ul style="list-style-type: none"> ● Students collect information to answer the inquiry question. With a mix of information and pictures, students defend their position based on the explanations of the information discovered. 	

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