

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
<b>Grade Level/Band Standard:</b>	9-12.H.4.6 Evaluate the causes, events, and effects of reform movements stimulated from the 2nd Great Awakening. (Courses: Early, Comprehensive)	
<b>Student Friendly Language:</b>	I can explain how the 2nd Great Awakening stimulated American religious reform movements.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• There was a first great awakening and what it entailed.</li> <li>• The role of religion between the first and second great awakenings.</li> <li>• The importance of missionaries/conversion efforts in Westward 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>• Second Great Awakening</li> <li>• Reform movements (religious and the social reform movements that accompanied)</li> <li>• Key reformers</li> </ul>	<ul style="list-style-type: none"> <li>• The Second Great Awakening had far reaching and long lasting impacts on the demographics of religion in America.</li> <li>• Multiple factors contributed to the widespread adoption of new religious movements in the United States</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain religious reform movements and their correlation to the Second Great Awakening</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>• Reform Movement</li> <li>• Methodist</li> <li>• Presbyterian</li> <li>• Evangelical</li> </ul>	<ul style="list-style-type: none"> <li>• There were multiple reform movements happening at the same time during this period</li> </ul>	

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<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"> <li>8.H.4.8 Draw conclusions on how the reform movements of the mid-nineteenth century affected the U.S.</li> </ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"> <li>Examine the first amendment and the relationship to religious freedom, specifically look at minority religions</li> <li>Influence of religion on government policy currently.</li> </ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"> <li>9-12.C.1.4 Describe the influence of religion on western political thought.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li> <li>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.</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>Jigsaw activity - assign students various reform movements and have them present to the rest of the class</li> </ul>		

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<p style="text-align: center;"><b><i>Possible Civic Engagement Activities</i></b></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>	
<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>● Investigate voter data as it relates to religious affiliation</li> </ul>	<ul style="list-style-type: none"> <li>● Religious affiliation changed due to the Second Great Awakening. By investigating religious affiliation in their own communities, students will be able to also investigate their own communities for evidence of how the Second Great Awakening directly affected their own communities.</li> </ul>