

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.4.7 Evaluate the causes and effects of the First World War on the United States. (Courses: Modern, Comprehensive)	
Student Friendly Language:	I can identify the events leading up to World War I and draw conclusions about the effects that impacted the U.S.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The reasons for U.S. involvement in WWI 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> U.S. foreign policy of the era European political landscape U.S. economy following WWI U.S. government policies before, during, and after WWI The role of the U.S. in global affairs before, during, and after WWI. 	<ul style="list-style-type: none"> Numerous events led to WWI and the War had lasting impacts on the U.S. economy, society, government, and culture. The outcomes of WWI changed the scope of the U.S.' role in global affairs. 	<ul style="list-style-type: none"> Identify the key events that resulted in the First World War. Explain factors that contributed to the U.S. involvement in World War I. Evaluate the lasting impacts of the War on the U.S.
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"> Militarism Alliances Imperialism Nationalism League of Nations Neutrality Trench Warfare Propaganda 	<ul style="list-style-type: none"> The U.S.' influence has been consistent over time Wars don't all have neat conclusions 	

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<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"> ● 9-12.G.3.4 Apply the concept of interdependence to regions and places. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● League of Nations setting the stage for a global approach to governance. ● Conflict can setup more conflict. 	<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.C.6.2 Identify the purpose of various international organizations in which the United States is involved.
<i>C3 Framework Relevant Skills and Applications</i>		
<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>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● 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. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● 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). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, 		

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reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

- 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

- Simulate the Paris Peace Conference to see if they could come up with a better solution than the Treaty of Versailles.
- Newspaper project: Students use and cite primary and secondary sources to explain the causes and effects of particular areas of the war, such as the homefront. Their writing can also discuss how these media sources influenced the types of stories told about the war.
- Create your own political cartoons/propaganda from content learned and further research that demonstrate how WW I was brought on in the U.S. and how it impacted so many aspects of the country.

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"> ● Media literacy - show students the bell curve of media outlets (can be found through an internet search) and discuss. 	<ul style="list-style-type: none"> ● Analyze local media sources to evaluate media’s influence on local government/politics. Students could create their own bell curve of local media outlets. Students could also examine what perspectives are represented (or under-represented) and create an ad campaign based on their findings.