

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will develop historical research skills.	
Grade Level/Band Standard:	9-12.H.5.6 Investigate the social, political, and economic transformation of the United States in the aftermath of the Second World War. (Courses: Modern, Comprehensive)	
Student Friendly Language:	I can explain how society, politics, and the economy changed as a result of WWII.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • How the Great Depression ended, the shift to a wartime economy, followed by a shift to a peacetime economy post-WWII. • How the Cold War began. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Economy of U.S. post WWII • Political landscape after WWII • Societal issues facing the U.S. after WWII 	<ul style="list-style-type: none"> • There were many consequences that impacted society, politics and the economy as a direct result of World War II. 	<ul style="list-style-type: none"> • Identify changes in society, politics, and the economy in the United States post WWII. • Compare and contrast pre-WWII society, politics and economy to post-WWII. • Evaluate the impact of social, political, and economic shifts on American society after WWII.
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"> • Cold War • Allies • Axis • Communism • Capitalism • Socialism • Civil Rights 	<ul style="list-style-type: none"> • There were no military interventions during the Cold War. • The U.S. was at war with Russia. 	

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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"> ● 8.C.6.1 - impact of foreign policy decisions throughout U.S. history ● 8.C.5.1 - analyze ways in which citizens can influence American government. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Discuss current events with regards to U.S./Russian relations ● Compare the Civil Rights Movement to current rights' movements 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.C.5.7 - how has civil disobedience influenced policy?
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● 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. <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>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>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>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. 		

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Communicating Conclusions:

- 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, 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

- Timeline project - show the overlapping nature of the Cold War and Civil Rights Movement
- Research the civil defense drills (and do them!)
- Students could also do a jigsaw activity focusing on one area of change and then determining how all parts of the jigsaw fit together

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"> ● Create art to advocate 	<ul style="list-style-type: none"> ● Create propaganda posters. Students can create propaganda posters that compare Cold War policies to modern policies (ex: MAD, containment policy etc) OR that compare the Civil Rights Movement to more contemporary rights movements. These posters are designed to bring awareness to past and present events.