

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.3 Students will explain how the Constitution organizes the government of the United States.	
<b>Grade Level/Band Standard:</b>	8.C.3.3 Explain why and how the Bill of Rights was added to the Constitution.	
<b>Student Friendly Language:</b>	I can explain how the Bill of Rights was added to the Constitution and why it was necessary.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● 5.C.1.2 Explain how rules and laws change society and how people change rules and laws               <ul style="list-style-type: none"> <li>○ Understanding how society changes based on people seeking change impacts the future laws. This plays directly into how the United States government will evolve - such as the necessary and proper clause, ect to allow the government to still function. It also is why the amendment process is included in the Constitution, but NOT any amendments.</li> </ul> </li> <li>● 7.C.1.1 Identify and describe different forms of government used throughout the world               <ul style="list-style-type: none"> <li>○ When students understand other government types, they can then understand the debate over the Bill of Rights between the Federalist and Anti-federalist for what government should do.</li> </ul> </li> <li>● 8.C.5.1 Analyze ways that citizens can affect or influence the U.S. society and government               <ul style="list-style-type: none"> <li>○ Amendments are made through citizens wanting government changed.</li> </ul> </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>● How the addition of a Bill of Rights was necessary, and how it was the first step in making the Constitution a living document.</li> </ul>	<ul style="list-style-type: none"> <li>● How ratification of the Constitution was dependent upon the addition of the Bill of Rights.</li> <li>● How the Bill of Rights protects individuals from an overly powerful government, along with how it guarantees basic individual freedoms and basic state rights.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify historical and modern events that demonstrate why a Bill of Rights is necessary.</li> <li>● Analyze the Bill or Rights and determine what rights are protected in the document.</li> <li>● Construct an argument for an amendment to the Bill of Rights that holds conflicting viewpoints.</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>	

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<ul style="list-style-type: none"> <li>● Explain</li> <li>● Bill of Rights</li> <li>● Constitution</li> <li>● Ratify</li> <li>● Federalists</li> <li>● Antifederalists</li> </ul>	<ul style="list-style-type: none"> <li>● That the Bill of Rights are actually a main portion of the Constitution, not coming in after as part of a compromise to pass the new Constitutional government plan.</li> </ul>	
<p><b><i>OSEUS Connection</i></b></p>		
<p><b>Essential Understanding:</b></p>	<p><b>Descriptive Connection Between Social Studies and OSEU:</b></p>	
<p><a href="#">OSEU 6</a></p>	<ul style="list-style-type: none"> <li>● The federal government passed the 1968 Indian Bill of Rights. The Oceti Sakowin who live on the reservation are affected by this document. The United States government requires that all tribal governments include the Indian Bill of Rights in their tribal Constitution and bylaws. Those Oceti Sakowin who live outside of the reservation fall under the United States Bill of Rights.</li> </ul>	
<p><b><i>Vertical Alignment</i></b></p>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● See Prior Knowledge Section Above</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Students will research the purpose of the U.S. Bill of Rights in the U.S. Constitution.</li> <li>● Cross Curricular Skill: Cause and Effect</li> <li>● ELA Connection: 8.W.9 Students draw evidence from informational text to support analysis, reflection, and research.</li> <li>● Science Connection: MS-PS1-3 Students obtain and evaluate information to describe that synthetic materials come from natural resources and impact society.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● High School Civics Connection 9-12.C.2.6 Students will identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights</li> </ul>

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	<ul style="list-style-type: none"> <li>• Math Connection: 8.G.3 Students describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</li> </ul>	
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>• D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>• D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>• D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations.</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>• Re-create the Constitutional Convention and hold a debate between students in your class that argues the reasons for/against the addition of a Bill of Rights.</li> <li>• Create a piece of propaganda that would be sent to state ratifying conventions highlighting the importance of a Bill of Rights addition.</li> </ul>		
<b><i>Possible Civic Engagement Activities</i></b>		
<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>• The Bill of Rights at School</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify certain rights that are limited at school. Students will then review court cases that investigate the rights that students have. For instance, students who want to examine freedom of speech issues can examine resources that focus on <i>Tinker v. Des Moines</i>, <i>Bethel School District v Fraser</i>, <i>Hazelwood v Kuhlmeier</i>, and <i>Morse v Frederick</i> (students can search for cases themselves and the teacher should assist where needed). After reviewing</li> </ul>	

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	<p>cases, students will then examine their classroom, team, school, and/or district education culture to determine if their rights are being limited. After students have a list, they will form committees over whether or not the school climate is promoting necessary freedoms and create arguments to challenge one another (the teacher may need to assign pro and con committees to ensure different perspectives are being considered. Another option for committees is for the students, teacher, and administrators to create a list of perspectives that students should consider (minority students, parents, principals, teachers, coaches, ect.). After students participate in some kind of discourse (online Google Classroom discussion, in-person classroom discussion), students will create some type of illustration or writing in order to share their opinions to the wider school-district community. One such idea might be that students will write administrators letters asking why their rights are limited citing evidence as to how those rights are limited (these letters should be focused on the arguments that students had in class).</p>
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