

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	8.H.2.1 Construct an argument that acknowledges the strengths and weaknesses of the Patriot and Loyalist sides.	
Student Friendly Language:	I can give examples that compare the strengths and weaknesses of the colonists and the British.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.H.1.3 Describe the impact other countries had on North America through exploration and conflict <ul style="list-style-type: none"> ○ Countries exploring and settling the United States also impact the roles and power of the Indigenous nations as they make new alliances or enemies. These nations will be forced to choose sides. ● 5.H.4.3 Explain probable causes and effects of events in the American Revolution <ul style="list-style-type: none"> ○ Recalling this material from fifth grade will help in constructing the strengths and weaknesses of the Patriot and Loyalist sides. ● 6.E.4.1 Explain societies' attempts throughout history to satisfy their basic needs and wants <ul style="list-style-type: none"> ○ Knowing the founding of the colonies and their regional differences impacts who will become a Patriot and who remains a Loyalist. ○ The military, social, and economic status differences between the colonies and the British Empire will also help distinguish what side people will join. ● 7.E.4.3 Describe the role of trade barriers and agreements in the global economy <ul style="list-style-type: none"> ○ Rules for trade in the British empire will directly impact which side colonists will join in the Revolutionary War. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● the main beliefs of the Loyalists along with determine how they differ from the Patriot's main beliefs. 	<ul style="list-style-type: none"> ● Different strengths and weaknesses between the Patriots (colonists) and Loyalists (British) at the start of the American Revolution. 	<ul style="list-style-type: none"> ● Based on primary sources, prepare a 1 minute description of the different motivations to join the Patriots or the Loyalists. ● Based on demographic information over Patriots and Loyalists, predict what their strengths and weaknesses will be.

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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"> ● Construct ● Argument ● Strength ● Weakness ● Patriot ● Loyalist ● Colonist 	<ul style="list-style-type: none"> ● That colonists were either Patriots or Loyalists, not that many were just caught up in the eventual war and forced to pick a side. ● That all colonists were Patriots and wanted independence. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 5	<ul style="list-style-type: none"> ● Analyze the oral traditions of the Oceti Sakowin and their interactions with the Europeans. ● Nothing in the Winter Counts references the American Revolution. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● See prior knowledge section above for standards and explanations. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will examine the motivation and mission of Patriots and Loyalists during the Revolution era. ● ELA Connection: 8.W.1 Students write arguments to support claims with clear reasons and relevant evidence. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.4.4. Students will identify and analyze historical content and events using disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary local, regional, and global problems, challenges, and opportunities ● High School Civics Connection 9-12.C.2.2 Students will critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies

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C3 Framework Relevant Skills and Applications

Evaluating Sources and Using Evidence:

- 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.

Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating Conclusions:

- 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.

Example strategies to reach depth and intention of the standard

- Create a Venn diagram comparing and contrasting the strengths and weaknesses of the Loyalists and Patriots.
- Have students design any piece of propaganda (digital poster, radio broadcast, an ad, short article, YouTube video, etc.) that shows the point of view for either side, Patriots or Loyalists, to influence public opinion of that time.
- Divide the class in half, Patriot vs. Loyalists, and facilitate a debate between them where each side has to construct an argument that acknowledges the strengths and weaknesses of their point of view/beliefs.

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"> ● Ungrateful or No Debate 	<ul style="list-style-type: none"> ● The teacher (acting as a Loyalist) will describe the Patriots as ungrateful colonists to the class citing evidence. Students will refute the teacher with their own evidence taking the Patriots side essentially starting a debate between the Patriots and Loyalists. This could be taken further with a petition to censure the teacher for calling the Patriots ungrateful.