

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>	8.H.4.2 Explain how the Declaration of Independence influenced the colonies.	
<b>Student Friendly Language:</b>	I can explain the impact that the Declaration of Independence had on the colonies.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● 3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution                             <ul style="list-style-type: none"> <li>○ Knowing why the Declaration of Independence was written, and the meaning of it, will lead to major shifts in colonial governments.</li> </ul> </li> <li>● 5.C.5.3 Illustrate historical and contemporary means of changing society                             <ul style="list-style-type: none"> <li>○ Understanding how different British Parliamentary laws were for the colonies and how colonies reacted will help change the colonial view on Independence.</li> </ul> </li> <li>● 8.H.3.1 Compare the political and social differences between 13 separate colonies and one independent nation                             <ul style="list-style-type: none"> <li>○ Understand how the colonies were formed, their political, societal, and regional differences that will be influenced by the Declaration of Independence.</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 Declaration of Independence impacted the colonies by serving as a “declaration of war” with the British.</li> </ul>	<ul style="list-style-type: none"> <li>● The Declaration of Independence and determine ways the Articles of Confederation attempted to form a new government, based on the rights they obtained from when they declared independence from Britain.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast the Declaration of Independence and the constitutions of future states to determine if the language of the Declaration influenced future constitutions.</li> <li>● Compare and contrast future speeches (past and modern) to measure how much the DoI influenced the writing.</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>● Colony</li> <li>● Primary Document/Source</li> <li>● Declaration of Independence</li> <li>● Preamble</li> <li>● Grievance</li> </ul>	<ul style="list-style-type: none"> <li>● That all Colonists were Patriots and agreed with the Declaration of Independence.</li> <li>● That the Charges against the King portion of the Declaration of Independence is not important to colonists.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 6</a>	<ul style="list-style-type: none"> <li>● The Winter Counts make no reference to the Declaration of Independence. That said, the Oceti Sakowin have practiced the idea that people can fight against unjust government.</li> <li>● The year 1776 is when the Oceti Sakowin Lakota speakers crossed the Missouri River and became plains people. This is recorded on Winter Counts.</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● See prior knowledge section above for standards and explanations.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Students should read/analyze/annotate the Declaration of Independence for the emotion, feelings, and grievances the colonists had against King George.</li> <li>● ELA Connection: 8.RI.5 Students analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● High School History Connection 9-12.H.5.1. Students will 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.</li> <li>● 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</li> </ul>
<b>Vertical Alignment</b>		

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***C3 Framework Relevant Skills and Applications***

**Constructing Supporting Questions:**

- D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**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.

**Taking Informed Action:**

- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

***Example strategies to reach depth and intention of the standard***

- T Chart or venn diagram weighing the pros and cons of the Declaration of Independence
- Students can create their own Declaration of Independence using current real-world examples.
- Students develop a logical argument that the American Revolution could have not been won without the signing of the Declaration of Independence, using evidence.

***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.

<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 Power of Words</li> </ul>	<ul style="list-style-type: none"> <li>● After studying the Declaration of Independence, teachers can provide a variety of influential speeches and writings throughout American History. (For example: Washington’s Farewell Address, Journals of Lewis and Clark, Uncle Tom’s Cabin excerpts, Gettysburg Address, Articles from the Liberator, Ain’t I a Woman? by Sojourner Truth, What is the 4th of July by Frederick Douglass, FDR Fireside Chats, JFK’s inaugural address, writings by Martin Luther King Jr, etc.)</li> <li>● After reading famous speeches and writings, students can write, considering example questions like the following:               <ul style="list-style-type: none"> <li>○ What motivates a person to write or speak in such an influential way?</li> <li>○ How do these writings and speeches influence people?</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>○ Why does history remember these writings and speeches?</li><li>○ How do writings and speeches like these have the power to change a society?</li></ul> |
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