

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.4.5 Analyze the development of American constitutional frameworks during the Revolutionary Era. (Courses: Early, Comprehensive)	
Student Friendly Language:	I can explain the ideas, documents, and people that contributed to the creation of the Constitution.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • The Constitution wasn't the first attempt to organize the central government in the U.S. • The events that lead up to the creation of new constitutional frameworks during the Revolutionary Era. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Constitutional frameworks (documents including the Federalist Papers, Magna Carta, philosophers like Locke and Montesquieu) • Major events of the Revolutionary era that shaped the development of the Constitution • Key contributors to the constitutional frameworks 	<ul style="list-style-type: none"> • Multiple frameworks developed over time contributed to the development of the Constitution. 	<ul style="list-style-type: none"> • Identify key documents and ideas that contributed to the development of the Constitution. • Categorize the early frameworks based on their degree of contribution to the final document.
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"> • Constitution • Framework • Rights • Ratification 	<ul style="list-style-type: none"> • There was not universal agreement among the Founders regarding how the government should be structured and function. 	

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<ul style="list-style-type: none"> ● Compromise ● Separation of Powers ● Checks and Balances 		
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 2	<ul style="list-style-type: none"> ● The US Constitution was influenced by the Iroquois, and was the basis for all tribal constitutions written as a result of the Indian Reorganization Act. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 8.H.4.4 Critique the U.S. Government under the Articles of Confederation ● 8.H.4.5 Summarize the basic structure of government adopted through compromises at the Constitutional Convention 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Discuss the Bill of Rights in connection to current events 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.C.2.4 Explain how the goals set forth in the preamble of the United States Constitution reflect enduring issues of American society ● 9-12.C.4.3 Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism
C3 Framework Relevant Skills and Applications		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.9-12. Explain how a question reflects an enduring issue in the field. ● 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"> ● D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. ● 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>		

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- 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.

Evaluating Sources and Using Evidence:

- 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.

Developing Claims and Using Evidence:

- 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.

Example strategies to reach depth and intention of the standard

- Have students assess the Bill of Rights for things they think are missing or are unnecessary for today’s world.
- Simulation of the Constitutional Convention. Assign students roles of individuals and have them create a constitution. Compare their constitution with the U.S. Constitution.

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"> ● Meet with/contact local or state government officials to examine how a bill becomes a law ● Compare state constitutions to the U.S. Constitution or other states 	<ul style="list-style-type: none"> ● Students could email government officials to gain insight. They could also examine/predict based on research they have how incorporating elements of other state constitutions could change/ impact South Dakota <ul style="list-style-type: none"> ○ Invite a state or local lawmaker to address the class about pending legislation that he or she is sponsoring and the process by which it is passed (or not). ● Students can create a presentation comparing and contrasting state constitutions. Invite a local or state government official to address the class regarding how the lawmaking process works at the corresponding level.