

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
<b>Grade Level/Band Standard:</b>	5.H.2.2 Identify and describe the roles of influential people during the American Revolution.	
<b>Student Friendly Language:</b>	I can name important people during the American Revolution and explain why they were important.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• A basic knowledge of what the American Revolution was and why it was important.</li> <li>• What qualities make a person important and to be remembered.</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>• Time period of American Revolution</li> <li>• Key figures involved in the American Revolution</li> <li>• Key areas involved in the Revolution</li> <li>• Colonial military leaders</li> <li>• Politicians</li> <li>• British leaders</li> <li>• Civilians/citizens</li> </ul>	<ul style="list-style-type: none"> <li>• The significant influence various individuals had upon the American Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, evaluate, and organize factual information pertaining to the various influential people from the American Revolution as well as their role.</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>	
<ul style="list-style-type: none"> <li>• Colonial military leaders</li> <li>• Politician</li> <li>• British leaders</li> <li>• Civilian</li> <li>• Citizen</li> </ul>	<ul style="list-style-type: none"> <li>• The United States was not yet an independent nation at this time.</li> </ul>	

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<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"> <li>I can explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson</li> </ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"> <li>I can name important people during the American Revolution and explain why they were important.</li> </ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<b>Evaluating Sources and Using Evidence:</b> <ul style="list-style-type: none"> <li>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> </ul>		
<b>Communicating Conclusions:</b> <ul style="list-style-type: none"> <li>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>Have students write a short biographical summary of important American Revolutionary leaders (George Washington, Martha Washington, Abigail Adam, Thomas Jefferson etc.).</li> <li>Students can research the roles and importance of prominent American Revolutionary leaders and present their findings to classmates who researched other leaders.</li> </ul>		
<b><i>Possible Civic Engagement Activities</i></b>		
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>	

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<ul style="list-style-type: none"><li>• N/A</li></ul>	<p><i>*Civic engagement with historical events are difficult. We encourage teachers to find connections to local civic organizations, museums or community members with expertise.</i></p>
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