

South Dakota Social Studies Unpacked Standards Template

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| 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: | 5.H.4.4 Identify key events during the American Revolution considering how they affected people, government, and the economy. | |
| Student Friendly Language: | I can list important events during the American Revolution and describe how those events influenced the people, government, and economy of that time. | |
| What prior knowledge do students need to have to be successful on this standard? | | |
| <ul style="list-style-type: none"> ● The American Revolution was a movement to gain American independence from Great Britain. ● Basic knowledge of the events leading up to the American Revolution. | | |
| Students Will Know (Factual Knowledge).... | Students will Understand (Historical Inquiry).... | Students Will be Able to Do (Performance Based) |
| <ul style="list-style-type: none"> ● American Revolutionary War ● Economy ● Government ● Loyalists ● Patriots | <ul style="list-style-type: none"> ● There were many important events during the Revolutionary War, which affected the people, government, and economy in the colonies and in England. | <ul style="list-style-type: none"> ● I can determine key points during the American Revolutionary War and explain how these events influenced the lives of the people involved. |
| 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"> ● American Revolutionary War ● Economy ● Government ● Loyalists ● Patriots | <ul style="list-style-type: none"> ● The American Revolution and Revolutionary War are not one in the same. | |
| OSEUS Connection | | |

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| Essential Understanding: | Descriptive Connection Between Social Studies and OSEU: | |
| N/A | <ul style="list-style-type: none"> N/A | |
| <i>Vertical Alignment</i> | | |
| Previous Learning Connections <ul style="list-style-type: none"> N/A | Current Learning Connections <ul style="list-style-type: none"> I can list important events during the American Revolution and describe how those events influenced the people, government, and economy of that time. | Future Learning Connections <ul style="list-style-type: none"> N/A |
| <i>C3 Framework Relevant Skills and Applications</i> | | |
| <p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.4.3-5. Use evidence to develop claims in response to compelling questions. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing. | | |
| <i>Example strategies to reach depth and intention of the standard</i> | | |
| <ul style="list-style-type: none"> Students can create a collage including both visual aids and summaries of major events during the American Revolution (ex. Boston Tea Party, Boston Massacre, Stamp Act, First Continental Congress). Discuss with students how the Boston Tea Party (and other events) was a symbolic event in the American Revolution, but also how it could have affected the economy as well. | | |
| <i>Possible Civic Engagement Activities</i> | | |
| <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> | | |
| Activity: | Description on How to Use the Activity and How it Meets the Grade Level: | |

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| <ul style="list-style-type: none">● N/A | <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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