

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
Grade Level/Band Standard:	8.H.3.1 Compare the political and social differences between 13 separate colonies and one independent nation.	
Student Friendly Language:	I can explain why the United States went from thirteen separate colonies to one independent nation.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.H.4.1 Identify the causes and effects of the development of Colonial America <ul style="list-style-type: none"> ○ Including the different European and Indeginous tribes that impact the development of different regions of Colonial America. ○ How the British government and how colonies were viewed in political terms. ● 5.E.5.1 Describe the role of trading in early U.S. History <ul style="list-style-type: none"> ○ The importance of the regional and international trade of the colonies and how these regions will still differ as the United States forms. ● 6.C.1.2 Identify how government decisions impact people, places, and history <ul style="list-style-type: none"> ○ The governments (British, Colonial, the Articles of Confederation, and Constitution) will help forge one independent nation. ● 8.H.4.4 Critique the United States government under the Articles of Confederation <ul style="list-style-type: none"> ○ The Articles of Confederation helps form one independent nation, but the problems this government still faces creates the Constitutional government to bring all states together under Federal powers. 		
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 pro’s and con’s to being 13 separate colonies vs. being one independent nation that includes both political and social differences between the two. 	<ul style="list-style-type: none"> ● Strengths and weaknesses of the Articles of Confederation, then should analyze why it eventually led to the creation of a new government (the U.S. Constitution). 	<ul style="list-style-type: none"> ● Simulate a discussion about the strengths and benefits of having one nation compared to several different colonies using the perspectives of historical figures.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Explain ● Colony ● Independent Nation ● Federalism 	<ul style="list-style-type: none"> ● Politically and socially, all colonists were viewed on the same level, when differences occurred even within the same colony. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 4	<ul style="list-style-type: none"> ● The Oceti Sakowin’s Seven Council of Fires was equivalent to the Five Leagues of Nations created by the Iroquois. Benjamin Franklin used the Five Leagues as a model for the colonial states unifying into 13 united states. Some historians believe he also borrowed the phrase “E pluribus unum” from the Iroquois. ● The Oceti Sakowin could at any time pick up and move if they disagreed with the Naca Omniciye. This would be similar to an impeachment or recall vote. 	
<i>Vertical Alignment</i>		
<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 strengths and weaknesses of colonial government, the English government, and an independent nation. ● ELA Connection: 8.RL.5 Students compare and contrast the structure of two or more texts and analyze how the different structure of each text contributes to its meaning and style. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.2.6 Students will evaluate the impact the American Revolution had on politics, economy, and society. (Courses: Early, Comprehensive) ● High School Civics Connection 9-12.C.3.1. Students will sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government. ● High School Civics Connection 9-12.C.1.5 Students will explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions

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		<ul style="list-style-type: none"> ● High School Geography Connection 9-12.G.1.2 Students will employ mental maps to organize information about cultures, places, and environment in a spatial context ● High School Geography Connection 9-12.G.3.4 Students will apply the concept of interdependence to regions and places
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C3 Framework Relevant Skills and Applications

Determining Helpful Resources:

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

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.

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.
- D4.4.6-8. Critique arguments for credibility.

Example strategies to reach depth and intention of the standard

- Illustrate a Venn Diagram comparing and contrasting the benefits of being an independent colony or united as one nation.
- Create a T chart over the Articles of Confederation and the Constitution.
- Illustrate a Venn Diagram comparing and contrasting the Articles of Confederation and the United States 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:
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<ul style="list-style-type: none">● Government Response to past pandemics and the Covid-19 Response	<ul style="list-style-type: none">● The students will compare the differences in responses to pandemics between individual American states/colonies and the United States federal government. Also, students will be comparing the response to a past pandemic (colonial Smallpox, 1793 Yellow Fever, 19th century Cholera, and local outbreaks) to COVID-19. First, two United States maps will need to be created (ideally, students will hand create these maps with construction paper, they will be large, and they will be posted where other students can see the maps). Second, students will each be assigned a past American colony/state, and a modern day city, state, or territory. Once students have their city/state/colony, they will research how that area responded to both the past and modern pandemics. Students will create brief summaries of their research and attach them to the map (consider using string to connect ideas to geographic positions). Once students complete the past and modern map, they need to compare the local and federal response. For example, using geographical tools, students will look at case numbers throughout the United States and identify differences between the states. Students will examine Governor Noem’s response to Covid along with President Trump’s. Or, students will also examine the stimulus passage passed in March, 2020 that included stimulus checks and the ppp program. Throughout this process, the teacher will lead an informed discussion over the United States’ response to the Covid-19 pandemic at both the national/state level, as well as the response to the past conflict. Students can finalize this project by writing a hypothetical letter to the editor of a local newspaper critiquing/praising the United States’ response while determining if the government takes care of its people. Since the editor will have difficulty reading all these letters, students could work on choosing the best one in the class.
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