

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.3.3 Compare and contrast the Federalist and Anti-Federalist philosophies when it came to the ratification of the US Constitution.	
Student Friendly Language:	I can compare and contrast the Federalist and Anti-Federalist views about the ratification of the U.S. Constitution.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.C.2.1 Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers <ul style="list-style-type: none"> ○ Knowing the origins of the US Constitution help students understand the problems faced with ratification. ● 8.H.4.1 Analyze the sources of conflict which led to the American Revolution <ul style="list-style-type: none"> ○ Understand why the American Revolution happened in terms of governmental differences between the British and the British Colonial governments. (Such as who is represented in Parliament.) ● 8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution <ul style="list-style-type: none"> ○ These issues help show the differences between the Federalist and Anti-Federalist, compromise was needed. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Different beliefs regarding ratification of the Constitution between the Federalists and Anti-Federalists. 	<ul style="list-style-type: none"> ● How Federalists and Anti-Federalists, through compromise, developed the U.S. Constitution that benefited both state and federal governments. 	<ul style="list-style-type: none"> ● Take part in a simulation where they are ratifying a constitution using Federalist and Anti-Federalists characteristics.
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"> ● Compare ● Contrast ● Federalist ● Anti-Federalist ● Philosophy 	<ul style="list-style-type: none"> ● That these two competing groups always had peaceful disagreements, instead of heated exchanges in the media of the time in trying to persuade people to agree with their view point. 	

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<ul style="list-style-type: none"> ● Ratification 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 4	<ul style="list-style-type: none"> ● The Oceti Sakowin did not have a centralized government. They favored a small, local, community based government instead. They would have sided with the Anti-federalists then. 	
<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 research the beliefs of the Federalists and Anti-Federalists during the ratification of the U.S. Constitution. ● ELA Connection: 8.SL.1.D. Students engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressive their own clearly and acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.4.5 Students will analyze the development of American constitutional frameworks during the Revolutionary Era. (Courses: Early, Comprehensive) ● High School Civics Connection 9-12.C.2.6. Students will identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights
<i>C3 Framework Relevant Skills and Applications</i>		

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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

- Create a Venn Diagram or illustrate a Political Cartoon that compares and contrasts the ideals/beliefs of Federalists vs. Anti-federalists.
- Develop a pamphlet using visuals and short slogans that tries to persuade someone from that time to “be a Federalist or Anti-federalists” pretending that it would be sent to state ratifying conventions.
- Answer compelling questions regarding the role of the Bill of Rights in 2020.

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"> ● Polarization of political parties, past and present 	<ul style="list-style-type: none"> ● Students could compare and contrast the belief system of the republican and democratic party on major issues in the United States today. For example: Healthcare, gun control, education, military, large/small federal government, business, etc. Students could work to find common ground between the parties on key issues. Is there something needed, like the Bill of Rights in the Constitution, in any of the issues to create a compromise between the parties? After students complete this debate, they should look at the issues between the Federalists and Anti-federalists. Students will then describe how the past political parties were similar/different in their polarization today.

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