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:	8.H.4.1 Analyze the sources of conflict which led to the American Revolution.
Student Friendly Language:	I can explain why the war between the colonists and the British began.

What prior knowledge do students need to have to be successful on this standard?
● 4.H.4.1 Explain probable causes and effects of events and developments in South Dakota ○ Students use prior learning to apply the same skills from fourth grade to see how the American Revolution developed. ● 5.H.4.1 Identify the causes and effects of the development of Colonial America ○ Students use the causes and effects of Colonial America to analyze how conflicts led to the American Revolution.

Students Will Know (Factual Knowledge)….	*Students will Understand (Historical Inquiry)….*	*Students Will be Able to Do (Performance Based)*
● How the laws and taxes passed by British Parliament caused conflicts between the colonies and the British, leading to the American Revolution.	● The Declaration of Independence and indicate how it served as a declaration of war.	● Based on readings of primary sources from the time, create a diagram of the different causes behind the American Revolution. ● Create a list of all the different perspectives that pushed for the American colonies to rebel against England.

Vocabulary (Key Terms Used by Teachers and Students)	*What are possible misconceptions students may have with respect to this standard?*
● Analyze ● Source ● Conflict ● Revolution ● Tax ● Monarchy ● Colony	● That one single event caused the American Revolution. ● That all Colonists and British sided with their respective groups.

● Massacre	

OSEUS Connection	
Essential Understanding:	**Descriptive Connection Between Social Studies and OSEU:**
OSEU_5	● Analyze the oral traditions of the Oceti Sakowin and their interactions with the Europeans.

Vertical Alignment		
Previous Learning Connections ● See prior knowledge section above for standards and explanations.	**Current Learning Connections** ● Students will analyze major events surrounding the American Revolution (i.e. French and Indian War, Proclamation of 1763, Taxes, Redcoat presence in the colonies, Declaration of Independence, Olive Branch Petition, Common Sense). ● ELA Connection: 8.RI.1 Students cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**Future Learning Connections** ● High School History Connection 9-12.H.5.4. Students will investigate the philosophical foundations, the causes, and the effects of the Revolutionary Era in American history. (Courses: Early, Comprehensive) ● High School Civics Connection 9-12.C.1.3 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.

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.

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Communicating Conclusions:
- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Example strategies to reach depth and intention of the standard

- Venn Diagram or any type of graph that compares present-day Washington D.C with colonial America.
- Illustrate posters depicting colonial views over Britain's oppression.
- Students will create a propaganda poster explaining what causes they think is the best to justify a war.
- Students create a presentation about how the American Revolution provided an example to follow after and caused revolutions all over the world.

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:

• Why does conflict lead to political change?	• Students can research, compare and contrast, and explain arguments for a variety of political changes that have happened or tried to happen in the United States and around the world. We recommend that students choose or be given some of the following, or allow them to determine their own political changes that occurred because of conflict. Ultimately, we think it is important to understand that past actors believed conflict was necessary. If the teacher wants to extend this, they can have students complete a debate whether they decide the colonists were justified in declaring war on England. Based on that conversation, students should ask what that means for modern day issues that revolve around conflict.
	• *Potential Historic Topics:*
	  ○ South Carolina under Andrew Jackson
	  ○ Texas Annexation
	  ○ Creation of the Confederate States of America
	  ○ Conquering of Native Nations

	● *Potential Modern Examples:*
	  ○ Conquering of Native Nations
	  ○ Washington, D.C.
	  ○ Puerto Rico
	  ○ Quebec, Canada
	  ○ South Sudan