

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.4.3 Identify economic support for the Patriots during the American Revolution.	
Student Friendly Language:	I can identify where the Patriots received funds from during the American Revolution.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● The main locations of Patriot “strongholds.” ● The main Patriot leaders and their influence. ● 5.H.4.3 Explain probable causes and effects of events in the American Revolution <ul style="list-style-type: none"> ○ Students need to understand causes and effects of the American Revolution events. ● 8.H.1.1 Describe major military battles in the American Revolution ● 8.H.2.1 Construct a historical argument that acknowledges the strengths and weaknesses of Patriot and Loyalist sides <ul style="list-style-type: none"> ○ By knowing the battles, along with strengths and weaknesses, students will be aware of where Patriots get economic support. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Which countries allied with the Patriots during the American Revolution, along with identify the different types of economic support they received. 	<ul style="list-style-type: none"> ● The different ways Patriots helped provide economic support for the American Revolution. (ex. Bonds, Daughters/Sons of Liberty, etc.) 	<ul style="list-style-type: none"> ● Calculate how important Spanish and French assistance was to the Patriot cause. ● Create an illustration of where the Patriot’s money came from and explain how the origin of the money would affect their actions.
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"> ● Identify ● Economic Support <ul style="list-style-type: none"> ○ Money ○ Troops ○ Weapons 		<ul style="list-style-type: none"> ● That Patriots did not have to reach out to other countries or regions for economic support to fight the British.

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<ul style="list-style-type: none"> ○ Transportation ● Patriots ● Alliance ● Revolution 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none"> ● There is no record of the American Revolution in the Winter Counts. Economic support during other conflicts was driven by a desire to acquire resources and/or land. 	
<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 various forms of economic support the Patriots received during the Revolution (i.e. Von Stueben, Lafayette, ships, weapons, money, etc). ● ELA: 8.RI.3 Students analyze how a text makes connections among and distinctions between individuals, ideas, or events (eg. through comparison, analogies, or categories). 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.4.2. Students will evaluate how economic conditions were shaped by the unique circumstances of the time and place. ● High School Economics Connection 9-12.E.5.4 Students will identify and provide the historical foundations for various international trade agreements and any impact on the U.S. economy
<i>C3 Framework Relevant Skills and Applications</i>		

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Constructing Compelling Questions:

- D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing.

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.

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.

Example strategies to reach depth and intention of the standard

- Illustration of different types of economic support, other than money, then have them present/describe the importance of each type of economic support along with detail how it specifically aided the US into winning the war.
- Students should predict how the outcome of the war would have differed, had the US not received any economic support from other countries and American citizens.

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"> ● Alliances with foreign powers 	<ul style="list-style-type: none"> ● Students will research treaties and organizations, both past and present, to explain how the United States is involved in alliances all around the world. Past examples are the Treaty of Easton (Seven Years’ War), the Nanfan Treaty (late-colonial), and The Iroquois Confederacy (pre-colonial and during colonial). Modern treaties and alliances are like the North American Free Trade Agreement, The North Atlantic Treaty Organization, and the United Nations. Students will compare & contrast the past and modern treaties/alliances using graphic organizers, presentations, and/or writing outlines to show the relationship between the past and present. For example, students can outline how the relationship between the French and Patriots in the Revolution created a 250 year tradition of the United States working with other countries to receive and give economic support.