

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.4.4 Critique the United States government under the Articles of Confederation.	
Student Friendly Language:	I can explain why the United States government did not have enough power to be effective under the Articles of Confederation.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.H.4.4 Identify key events during the American Revolution considering how they affected people, government, and the economy <ul style="list-style-type: none"> ○ Knowing the key events allows for students to see what is working, and what is not working, in the Articles of Confederation, since this government was formed during the Revolutionary War. ● 6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security <ul style="list-style-type: none"> ○ The basis of the governments before the Articles of Confederation - Iroquois Nation, English Bill of Rights, different colonial governments, and colonial meetings for debating a new form of government to meet the needs of citizens. 		
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 weaknesses and challenges that the U.S. government experienced while under the Articles of Confederation. 	<ul style="list-style-type: none"> ● How Shays' Rebellion caused leaders to realize that the national government was too weak and ineffective under the Articles of Confederation. 	<ul style="list-style-type: none"> ● Create a diagram that critiques the powers given to the central and state governments under the Articles of Confederation. Students will provide solutions and/or explanations as to how they would change the powers. ● Based on perspectives of those who changed the Articles of Confederation to The Constitution, interpret what the politicians most wanted to change about the Articles of Confederation.
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"> ● Critique ● Constitution ● Primary Document ● Articles of Confederation ● State Government ● Federal Government ● Effective ● Rebellion ● Tax 	<ul style="list-style-type: none"> ● That the Constitution was the only government the United States has ever had. ● That all the colonial governments were the same format and had the same rights. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 4	<ul style="list-style-type: none"> ● While the Oceti Sakowin have four branches of government prior to Removal and Relocation, each branch shared power and did not have separate roles. The Itancan served as the executive branch. He managed the affairs of the tribes. He made peace treaties with other tribes but had to get the treaty approved by the Wakicunza (judicial branch), Akita (warrior society), and Naca Omniciye (tribal council). 	
Vertical Alignment		
<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 read/analyze/annotate the Articles of Confederation to determine the strengths and weaknesses of the U.S. Government under the document. ● ELA Connection: 8.RI.2 Students determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; 	<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.2.3. Students will evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation

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	provide an objective summary of the text.	
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● 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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● 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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Venn diagram comparing the Articles of Confederation with the United States Constitution outlining the powers of states, powers of federal government, strengths, and weaknesses of both. ● Using evidence, students will justify their reasons of being either for or against the Articles of Confederation during the colonial time period. ● Create a concept map focusing on the Articles of Confederation and its strengths and weaknesses ● Divide the class into “big states” and “small states” and facilitate a debate where each side must give reasons and supporting evidence for either keeping the AOC or drafting a new government. 		
<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:
<ul style="list-style-type: none"> ● Articles of Confederation Simulation 	<ul style="list-style-type: none"> ● Students can participate in a simulation that focuses on the flaws of the Articles of Confederation. Students can be divided in groups, representing states, and tasked with creating their own state constitution. While students are creating their constitution, the teacher begins making comments: 	

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	<ul style="list-style-type: none">○ “Virginia and Massachusetts have quite a bit of war damage. Anyone willing to help?”○ “New York Harbor appears to have English ships moving in. Anyone willing to help?”○ “Farmers in the south appear to be paying more taxes than shopkeepers in the north, due to the National tax plan outlined in the Articles of Confederation. Any states have a comment on that?”○ “South Carolina mentioned the desire to add the last west of the state boundary to the United States. Anyone have an idea on how the government should do this? Can South Carolina take control of that land?”○ The teacher then moves the simulation in whatever direction the conversation moves. Because most states may choose to not help and keep to their own Constitution, students will begin getting notice that the states were acting like individual countries, rather than the United States, and that the federal government was not strong enough under the Articles of Confederation.
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