

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
<b>Grade Level/Band Standard:</b>	8.H.4.5 Summarize the basic structure of government was adopted through compromises at the Constitutional Convention.	
<b>Student Friendly Language:</b>	I can explain how the government of the United States was formed during the Constitutional Convention.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● The foundation of the Articles of Confederation government, including the problems the government faced.</li> <li>● 5.C.2.1 Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers</li> <li>● 5.C.2.2 Using research, show where the ideas come from that informed the Constitution             <ul style="list-style-type: none"> <li>○ By utilizing the learning from grade 5, learners have a basic idea of the Constitution. This provides a basis for now looking at the compromises from these competing ideas of what government should do.</li> </ul> </li> <li>● 6.C.1.2 Identify how government decisions impact people, places, and history             <ul style="list-style-type: none"> <li>○ Learners will reflect how other governments have created decisions and how those impacted the longevity of the society, this becomes important when thinking about how to create a new Constitutional government.</li> </ul> </li> <li>● 8.H.4.4 Critique the United States government under the Articles of Confederation             <ul style="list-style-type: none"> <li>○ Learners will use their knowledge of the Articles of Confederation to see where compromises would need to be made to create a new government system.</li> </ul> </li> </ul>		
<b>Students Will Know (Factual Knowledge)...</b>	<b>Students will Understand (Historical Inquiry)...</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>● The major compromises at the Constitutional Convention over the issues of slavery, representation in the government, and regional differences.</li> </ul>	<ul style="list-style-type: none"> <li>● The Virginia Plan's basic structure to how it was adapted in the U.S. Constitution, that made both big and small state representatives happy.</li> </ul>	<ul style="list-style-type: none"> <li>● Categorize all of the compromises, proposals, and solutions into a chart. The teacher can provide the categories or students can create their own.</li> <li>● Based on the compromises that helped form our founding national document, appraise and/or critique the use of compromise.</li> </ul>

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<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Summarize</li> <li>Structure</li> <li>Convention</li> <li>Constitution</li> <li>Virginia Plan</li> <li>New Jersey Plan</li> <li>Great Compromise</li> <li>3/5ths Compromise</li> </ul>	<ul style="list-style-type: none"> <li>That the government formed in the Constitutional Convention came about easily - that everyone agreed the Articles of Confederation needed to be modified or changed.</li> <li>That slavery did not become an issue until the Civil War.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 4</a>	<ul style="list-style-type: none"> <li>The Naca Omniciye was the most powerful entity in the Oceti Sakowin. They were chosen based on heredity.</li> <li>The Naca Omniciye then choose the Itancan or chiefs. The Naca Omniciye’s selection had to be approved by the people however. This election was done by consensus or majority rule. There was no outlet for the minority voice.</li> <li>The Wakicunza or judges had a similar process. They were selected by the Naca Omniciye and Itancan but had to be approved by the people.</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>See prior knowledge section above for standards and explanations.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Students will study the events leading to and during the Constitutional Convention (i.e. Whiskey Rebellion, Shay’s Rebellion, Virginia Plan, New Jersey Plan, Great Compromise).</li> <li>ELA Connection: 8.RI.6 Students determine an author’s point of view or</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>High School Civics Connection 9-12.C.2.4. Students will explain how the goals set forth in</li> </ul>

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	<p>purpose in a text and analyze how the author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>the preamble of the United States Constitution reflect enduring issues of American society.</p> <ul style="list-style-type: none"> <li>● High School Civics Connection 9-12.C.2.5. Students will explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view</li> </ul>
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***C3 Framework Relevant Skills and Applications***

- 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.
- 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.
  - D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.
- Communicating Conclusions:**
- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
  - D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations.
  - D4.3.6-8. 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).
  - D4.4.6-8. Critique arguments for credibility.
- 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.

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***Example strategies to reach depth and intention of the standard***

- Students will create a venn diagram comparing Virginia Plan, New Jersey Plan along with the Great Compromise.
- Answer compelling questions regarding representation by population. (ex. Is it fair that California has 53 representatives as opposed to 1 in South Dakota?)
- Divide the class into “big states” and “small states” then facilitate a debate between the two arguing for/against both Virginia and New Jersey plans.
- Students will analyze the Virginia Plan and present information/show exactly how the U.S. Constitution is derived from that plan along with providing explanations for why that plan was chosen.

***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Mock Constitutional Convention</li> </ul>	<ul style="list-style-type: none"> <li>● Students can participate in a mock Constitutional Convention. Students can research the men in attendance at the Constitutional Convention and reenact their stance on the plans and the chosen compromise. For example, teachers can have students represent Edmond Randolph and James Madison while they introduce the New Jersey and Virginia Plans.</li> </ul>