

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights and subsequent amendments.	
<b>Grade Level/Band Standard:</b>	9-12.C.2.3 Evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation.	
<b>Student Friendly Language:</b>	I can explain and evaluate the strengths and weaknesses of the Articles of Confederation	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>The Articles of Confederation was the first plan of government for the United States that was implemented during the Revolutionary War.</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 governmental structure created by the Articles of Confederation.</li> </ul>	<ul style="list-style-type: none"> <li>The Articles of Confederation were the first attempt at creating a unified American government.</li> <li>The Articles of Confederation was scrutinized from all sides of the political spectrum at the time.</li> <li>The Articles of Confederation exemplify the evolutionary and experimental nature of early American government.</li> </ul>	<ul style="list-style-type: none"> <li>Determine criteria for evaluating the Articles of Confederation.</li> <li>Identify strengths and weaknesses as determined by previously established criteria.</li> </ul>
<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>Confederation</li> <li>Ratify</li> <li>Political state</li> <li>Supermajority</li> </ul>	<ul style="list-style-type: none"> <li>A misconception is that the Constitution was the first, and only, form of national government in the U.S.</li> </ul>	

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<i><b>OSEUS Connection</b></i>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
<i><b>Vertical Alignment</b></i>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 8.H.4.4 Critique the United States government under the Articles of Confederation.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Determine the effectiveness of the Articles of Confederation.</li> <li>● Draw connections to novels or readings that are being addressed in other courses.</li> <li>● High school U.S. History class.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Real-life Application.</li> </ul>
<i><b>C3 Framework Relevant Skills and Applications</b></i>		
<p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.</li> <li>● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> <li>● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).</li> <li>● D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</li> <li>● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>		

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

- Illustrate the strength and weakness of the Articles of Confederation in a cartoon, comic, or script.
  - Create a pro and con list of the national powers under the Articles of Confederation.

***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>● Write a mock newspaper editorial</li> <li>● Create and circulate an infographic</li> <li>● Present to another class</li> </ul>	<ul style="list-style-type: none"> <li>● All three activities will allow students to dive deeper into history to help them explain and evaluate the strengths and weaknesses of the Articles of Confederation</li> </ul>