

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	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.	
Grade Level/Band Standard:	9-12.C.2.5 Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view.	
Student Friendly Language:	I can identify and explain the role of compromise and its impact on the writing of the United States Constitution.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Within America there were competing state interests the various states each wanted protected under the new Constitution. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • How the differing points of view led to the various compromises that formed the Constitution. 	<ul style="list-style-type: none"> • The framers of the constitution had to compromise between various beliefs and ideologies held at the time. • Different individuals held different requirements and expectations for the creation of a central government. 	<ul style="list-style-type: none"> • Identify the various beliefs and compromises that led to the United States Constitution. • Evaluate how different ideologies impacted the framing of the Constitution. • Differentiate between the different motivations behind ideologies that impacted the framing of the Constitution.
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"> • Compromise • New Jersey Plan • Virginia Plan • Great Compromise • ⅔ Compromise • Commerce 	<ul style="list-style-type: none"> • A misconception is that the U.S. Constitution was easy to create. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<u>OSEU 2</u>	<ul style="list-style-type: none"> The establishment of tribal constitutions consisted of a series of compromises, with many points of view represented. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> 8.H.4.5 Summarize the basic structure of government was adopted through compromises at the Constitutional Convention. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Learn how the different needs and viewpoints of American citizens led to the creation of the Constitution. Draw connections to novels or readings that are being addressed in other courses. High school U.S. History class. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Real-life Application
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> 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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 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 bot 		
<i>Example strategies to reach depth and intention of the standard</i>		

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- Create a Venn diagram comparing the New Jersey and Virginia Plans.
- Give and Take - list a compromise along with the competing interested sides and then list what they gave up and gained through the compromise.
 - Students could also apply these compromises to today’s society to determine how needs/wants have or haven’t changed.

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"> ● Write a newspaper editorial ● Write a letter to a government official ● Write an article for the school newspaper ● Create art (music, photography, murals, etc.) ● Work collaboratively to write a resolution 	<ul style="list-style-type: none"> ● Civic engagement activities are a natural fit to American Government. The activities to the left are possible suggestions. They are inherently rooted in many of our standards. ● Your class could make their voices heard through writing by having them write about the need for compromise within our government. An editorial piece or a letter to an elected official can highlight this key component to our politics: national, state, and local. ● Your class could tap into their artistic side through the creation of artwork that highlights the various compromises within our Constitution. This could be a culminating end product for the students as they learn about the compromises and various groups that advocated for the provisions within the Constitution.