

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
<b>Grade Level/Band Standard:</b>	9-12.H.2.6 Evaluate the impact the American Revolution had on politics, economy, and society. (Courses: Early, Comprehensive)	
<b>Student Friendly Language:</b>	I can understand how different factors influenced the development of society, politics, and economics after the American Revolution.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Understanding of the reasons for and outcomes of the American Revolution</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>Examples of developments in society, politics, and economics.</li> </ul>	<ul style="list-style-type: none"> <li>The American Revolution had many lasting impacts on the formation of American society.</li> <li>Competing ideas about how society, politics and economics should operate developed as a result of the American Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain ideas about society, politics and economics that developed during the era.</li> <li>Evaluate how new ideas about society, politics and government impacted the post-Revolutionary landscape, as well as how those ideas continue to impact America today.</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>Blockade</li> <li>Boycott</li> <li>Loyalist</li> <li>Federalist</li> <li>Anti-federalist</li> <li>Two-Party system</li> </ul>	<ul style="list-style-type: none"> <li>There were differences in opinion on how American should look and function post Revolution.</li> </ul>	

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<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#"><u>OSEU 5</u></a>	<ul style="list-style-type: none"> <li>● The history of the Oceti Sakowin may be analyzed concurrently with the founding era using winter counts.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.H.2.1 Use questions generated about individuals and groups of the Scientific Revolution and Enlightenment to assess the significance of their actions and work.</li> <li>● 9-12.H.2.4 Analyze complex and interacting factors that influenced the perspectives and changes in ideologies of populations.</li> <li>● 9-12.H.4.4 Identify and analyze historical content and events using disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary local, regional, and global problems, challenges, and opportunities.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Evolution of the two-party system in the U.S.</li> <li>● Evolution of opinions on taxation and allocation of tax money</li> <li>● Evolution of the role of government</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.C.1.2 Summarize the critical similarities and differences in the various forms of government.</li> <li>● 9-12.C.1.5 Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions.</li> <li>● 9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies</li> <li>● 9-12.C.2.3 Evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation</li> <li>● 9-12.C.2.4 Explain how the goals set forth in the preamble of the United States Constitution reflect enduring issues of American society</li> <li>● 9-12.C.2.5 Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view</li> <li>● 9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the</li> </ul>

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		<p>United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights</p>
<p><b><i>C3 Framework Relevant Skills and Applications</i></b></p>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul> <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>● D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</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> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>		
<p><b><i>Example strategies to reach depth and intention of the standard</i></b></p>		
<ul style="list-style-type: none"> <li>● Use of compelling questions ex: How revolutionary was the American Revolution? Ex: Should traitors be erased from history?</li> <li>● Have students research the effect of the Revolution on different groups (ex: women, Native Americans, etc).</li> </ul>		
<p><b><i>Possible Civic Engagement Activities</i></b></p> <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>		
<p><b>Activity:</b></p>	<p><b>Description on How to Use the Activity and How it Meets the Grade Level:</b></p>	

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<ul style="list-style-type: none"><li>● Investigate voting rights in America<ul style="list-style-type: none"><li>○ Commonalities of those groups that could vote vs. those that couldn't</li><li>○ Mechanisms that kept certain groups from voting</li><li>○ How voting rights look in America today</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Contact voting advocacy groups to get an idea of how this work to promote voting rights continues today</li></ul>
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