

South Dakota Social Studies Unpacked Standards Template

| | | |
|---|--|---|
| Anchor Standard: | H.5 Students will develop historical research skills. | |
| Grade Level/Band Standard: | 9-12.H.5.4 Investigate the philosophical foundations, the causes, and the effects of the Revolutionary Era in American history. (Courses: Early, Comprehensive) | |
| Student Friendly Language: | I can understand how the beliefs of various European philosophers impacted the Revolution. I can identify the causes and effects of the Revolution and their impact on the development of American society | |
| What prior knowledge do students need to have to be successful on this standard? | | |
| <ul style="list-style-type: none"> Events leading up to the Revolution including the Enlightenment, the French and Indian War, and British legislation, such as the Stamp Act. | | |
| Students Will Know (Factual Knowledge).... | Students will Understand (Historical Inquiry).... | Students Will be Able to Do (Performance Based) |
| <ul style="list-style-type: none"> Major European philosophers Major philosophical foundations Causes of the American Revolution Effects of the American Revolution | <ul style="list-style-type: none"> The American Revolution and its outcomes were influenced by European philosophy. The American revolution had widespread effects on the development of American society. | <ul style="list-style-type: none"> Identify and categorize various philosophical ideas by their degree of contribution to the Revolution. Connect specific philosophical understandings to revolutionary ideals. Identify and explain causes of the Revolution and their immediate impact. |
| 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"> Enlightenment Philosophy Revolution Militia Patriot Redcoat Colonist Loyalist | <ul style="list-style-type: none"> There was one cause (rather than multiple) of the American Revolution. When the Revolution ended, the American government was formed just as it is seen today. | |

South Dakota Social Studies Unpacked Standards Template

| | | |
|---|--|--|
| <ul style="list-style-type: none"> ● Stamp Act ● Constitution ● Republic | | |
| <i>OSEUS Connection</i> | | |
| Essential Understanding: | Descriptive Connection Between Social Studies and OSEU: | |
| N/A | <ul style="list-style-type: none"> ● N/A | |
| <i>Vertical Alignment</i> | | |
| <p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 8.H.4.1 - sources of conflict that led to the Revolution | <p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Discussion on taxes, the role of government, etc. | <p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.C.1.5 - compare political and economic ideologies |
| <i>C3 Framework Relevant Skills and Applications</i> | | |
| <p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.9-12. Explain how a question reflects an enduring issue in the field. ● D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <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. ● D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source. | | |
| <i>Example strategies to reach depth and intention of the standard</i> | | |
| <ul style="list-style-type: none"> ● Compare the American Revolution to other revolutions at the time using a compelling question, such as “How revolutionary was the American Revolution?” ● Change a variable within the revolution and discuss what changes may have come from said variable. ● Compare the various strategies that colonists had or suggested using for dealing with the British and discuss the effectiveness and how the strategies led to a revolution. | | |

South Dakota Social Studies Unpacked Standards Template

| 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 an editorial both past and present | <ul style="list-style-type: none">• Students could write a letter to the editor from the perspective of a colonist (or a loyalist) and advocate for their position. Students could then write a present day editorial regarding an issue they feel passionate about. Students can analyze similarities and differences in their letters and writing styles as they write past and present. |