

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	6.H.2.1 Analyze the development and cultural contributions that gave rise to the earliest human communities.	
Student Friendly Language:	I can describe the early cultural development and contributions of humankind and how they helped form the earliest human communities.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Differences between cultures (geography, religion, achievements, political structure, economics, social structures). Students previously examined different cultures of American Indian tribes. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Early societies developed out of wants and need 	<ul style="list-style-type: none"> Paleolithic people adapted to their environment and invented tools for survival. Paleolithic people were the first people to use technology-- tools and methods to perform tasks. Paleolithic people used art for communication and expression. Neolithic people developed a spoken language. Neolithic people started farming, building communities, producing goods, and trading. 	<ul style="list-style-type: none"> Describe early cultural developments of humankind from the Paleolithic Era to the agricultural revolution. Identify patterns of human settlement with examples of the influence of environmental factors.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Migration ● Wants ● Needs ● Artifacts ● Fossils ● Nomads ● Domestication ● Paleolithic ● Neolithic 	<ul style="list-style-type: none"> ● Nomadic lifestyles did not go away for all people in the world. Some people still live nomadic lifestyles in the present day. ● Understanding how far back the Paleolithic time period is. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 2</p> <p style="text-align: center;">OSEU 3</p> <p style="text-align: center;">OSEU 5</p>	<ul style="list-style-type: none"> ● The Oceti Sakowin people created a unique identity that has developed their cultural contributions and communities. ● The Oceti Sakowin people developed different forms of Lakota/Dakota/Nakota dialects. ● The Oceti Sakowin people developed tribal traditions that gave rise to early human communities and cultures. <ul style="list-style-type: none"> ○ Sacred Sites ○ Creation Stories ○ Star Knowledge ● The people of the Oceti Sakowin used Winter Counts to record the development and cultural contributions of their communities. 	
Vertical Alignment		
<p style="text-align: center;">Previous Learning Connections</p> <ul style="list-style-type: none"> ● 5.H.2.1 Differentiate the cultures of various American Indian tribes 	<p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> ● Analyze the development and cultural contributions that gave rise to the earliest human communities. 	<p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.6.1. Clarify how human groups adapt to, and depend upon, the natural environment ● 7.G.6.2. Recognize and explain how cultures and cultural landscapes change ● 7.G.7.2. Articulate how changes in technology influence the spatial connections among

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| | | human settlements and affect the diffusion of ideas and cultural practices <ul style="list-style-type: none"> ● 7.G.7.3. Draw conclusions on how past human and/or physical conditions influence present and/or future conditions |
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C3 Framework Relevant Skills and Applications

Constructing Compelling Questions:

- D1.1.6-8. Explain how a question represents key ideas in the field.
- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions.

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).

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.

Example strategies to reach depth and intention of the standard

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- Create a scaled timeline on the wall that lets students visually see the distance from Paleolithic times to today.
- Show and analyze maps of early migration patterns of people.
- Analyze historical temperature data and the development of tools over time.
- View early cave art and describe how people lived.

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">● Modern Cave Art	<ul style="list-style-type: none">● Students create their own “cave art” to depict what life is like now (important locations, lifestyles of people, etc.). This helps students build the connection that the events they experience and contribute to now will be remembered in the future.