

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
Grade Level/Band Standard:	6.H.3.1 Compare and contrast primary and secondary sources to identify multiple perspectives of the same event.	
Student Friendly Language:	I can find similarities and differences between primary and secondary sources from different viewpoints of the same event.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Know how to compare and contrast information. • Understand that there are different types of historical sources (writing, artifacts, art, etc.) • Distinguish between primary and secondary sources 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Examples of primary and secondary sources. • How to look at different perspectives of an event. 	<ul style="list-style-type: none"> • The differences between primary and secondary sources. • Not everyone interprets historical events the same. • Interpreting multiple historic perspectives is important in understanding the past. 	<ul style="list-style-type: none"> • Find similarities and differences when comparing primary and secondary sources of the same subject matter. • Gather relevant information from multiple sources. • Compare and contrast an event in history while citing primary and secondary sources.
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"> • Primary source • Secondary source • Multiple perspectives 	<ul style="list-style-type: none"> • Knowing the difference between primary and secondary sources. • There can be multiple, and sometimes conflicting viewpoints on the same topic. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 2</p> <p>OSEU 5</p>	<ul style="list-style-type: none"> ● Compare and contrast the rights and beliefs of the Oceti Sakowin people and how they were impacted by the ideals of other ancient civilizations. ● Compare and contrast various historical perspectives of the Oceti Sakowin and other ancient civilizations. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 5.H.5.1. Summarize how different types of historical sources are used to explain events in the past 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Compare and contrast primary and secondary sources to identify multiple perspectives of the same event. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 8.H.5.3. Critique significant political primary sources and their impact on events of this time period ● 9-12.H.3.1. Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● 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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● 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. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● 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 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> ● Do an investigation of an event (killing of Julius Caesar) that uses both primary and secondary sources. Have students analyze the sources for strengths/weaknesses and then create a description of what happened citing evidence. 		

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<i>Possible Civic Engagement Activities</i>	
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">Analyze Current Events	<ul style="list-style-type: none">Part of being an informed citizen involves the use of analyzing primary sources about an event. Students will pick any current event and create a description of what happened, citing primary and secondary sources from differing perspectives.