

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will develop historical research skills.	
Grade Level/Band Standard:	6.H.5.1 Identify the difference between a compelling question and supporting questions.	
Student Friendly Language:	I can recognize the difference between a compelling and supporting question.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> There are different types of questions (depth of knowledge). 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> There are different types of questions that warrant different types of answers. What a compelling question is What a supporting question is 	<ul style="list-style-type: none"> Questions can help summarize the main idea or provide supportive information. 	<ul style="list-style-type: none"> Create supporting and compelling questions Using both compelling and supporting questions, determine the main idea and its details. Compare and contrast the importance of compelling versus supporting questions
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"> Compelling question Supporting question 	<ul style="list-style-type: none"> There are different types/levels of questions (such as Depth of Knowledge). 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> N/A 	

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<i>Vertical Alignment</i>		
<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"> ● Identify the difference between a compelling question and supporting questions. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 6.H.5.2. Determine whether a source is appropriate for answering compelling and supporting questions. ● 8.H.5.1. Generate a compelling question and supporting questions that address the impact of conflicting points of views in U.S. government ● 9-12.H.5.1. 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
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● 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. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> ● D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question. ● D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <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>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. 		

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- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the 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).
- D4.4.6-8. Critique arguments for credibility.

Example strategies to reach depth and intention of the standard

- For any unit, provide compelling and supporting questions in a random order (such as card sorting) and have students decide and sort which questions are the compelling questions and which questions support those compelling questions so they can learn the difference between the two.

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"> ● Community forum 	<ul style="list-style-type: none"> ● Have a community member (political figure, national guard, police officer) speak to the class. Have students create compelling questions that they want to have answered, concerning their community, then develop supporting questions to get the information they need to answer their compelling question.