

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will develop historical research skills.	
Grade Level/Band Standard:	6.H.5.2 Determine whether a source is appropriate for answering compelling and supporting questions.	
Student Friendly Language:	I can decide which source is appropriate for answering main ideas and supportive questions.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> 6. H.5.1 Identify the difference between a compelling question and supporting questions. Summarize how different types of historical sources are used to explain events in the past. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> How to identify a primary vs. secondary source. How to determine if a source is credible. 	<ul style="list-style-type: none"> The importance of using sources that are relevant to the questions being asked. 	<ul style="list-style-type: none"> Use primary and secondary sources and questioning techniques to find information about an event/person. Compare and contrast sources for an event to determine the relevance of the source.
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 Primary source Secondary source Credible source Author bias 	<ul style="list-style-type: none"> Understanding what sources are credible (websites especially). Understanding what to look for on a website. Research takes a lot of work and searching, students often think the first website they go to can answer all the questions that they have instead of needing to work through multiple sources. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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N/A	<ul style="list-style-type: none"> N/A 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> 6.H.5.1 Identify the difference between a compelling question and supporting questions 5.H.5.2 Evaluate a historical source to justify the validity of that source 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Determine whether a source is appropriate for answering compelling and supporting questions. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> 9-12.H.5.2 Evaluate the credibility of a source by examining how experts value the source
C3 Framework Relevant Skills and Applications		
<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>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. D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. <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. <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 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). D4.4.6-8. Critique arguments for credibility. 		

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Example strategies to reach depth and intention of the standard

- Have students create a matrix evaluating a source, including items such as author, date, point-of-view, relevance, possible bias, and corroboration of other sources. Have students make a final conclusion on whether the source is appropriate and relevant.

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"> • Choosing relevant sources 	<ul style="list-style-type: none"> • Have students develop a compelling question that deals with topics of today that can be researched. Choose multiple, modern news sources and have students complete the evaluating matrix (in example strategies), and describe if the news source they have is appropriate/relevant for answering their question.