

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.5 Students will develop historical research skills.	
<b>Grade Level/Band Standard:</b>	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.	
<b>Student Friendly Language:</b>	I can find credible sources to answer my research questions, understanding that each source offers a distinct point of view, and that each source provides different information.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● Basic historical thinking skills</li> <li>● Basic understanding of point of view</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>● Point of view/perspective</li> <li>● Primary sources (pictures, letters, diaries, etc.)</li> <li>● Secondary sources (encyclopedias, websites, textbooks, etc.)</li> <li>● Compelling questions</li> <li>● Supporting questions</li> </ul>	<ul style="list-style-type: none"> <li>● Different sources provide different pieces of evidence/information.</li> <li>● The difference between informative and persuasive articles.</li> <li>● Information in a source changes according to the perspective of the writer</li> <li>● Using different sources, students are better able to answer both supporting and compelling questions, and this provides the audience with a better informed perspective of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how to locate a variety of credible sources.</li> <li>● Evaluate the type of information that a source provides.</li> <li>● Identify whether the information is taking an informative or persuasive stance.</li> <li>● Evaluate the limitations of a source.</li> <li>● Identify point of view in a source.</li> <li>● Compare/contrast the information provided by multiple sources according to the differing points of view.</li> <li>● Compare/contrast compelling and supporting questions and determine how they work together.</li> <li>● Identify advantages/disadvantages of using a specific type of source over another type.</li> </ul>

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<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>● Point of View</li> <li>● Evaluate</li> <li>● Facts</li> <li>● Truth</li> <li>● Opinion</li> <li>● Primary Source</li> <li>● Secondary Source</li> <li>● Documentary</li> <li>● Informative</li> <li>● Persuasive</li> <li>● Bias</li> <li>● Propaganda</li> </ul>	<ul style="list-style-type: none"> <li>● You only need one source</li> <li>● Primary sources are not biased</li> <li>● Point of view on an event can change over time.</li> <li>● The reliability of textbooks and documentaries</li> <li>● The reliability of information found on the internet</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 8.H.5.2 Generate questions to analyze why individuals or groups, and their developments, are seen as historically significant</li> <li>● 8.H.5.3 Critique significant political primary sources and their impact on events of this time period</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● The importance of being able to spot misinformation</li> <li>● Thinking about what has been viewed.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.C.5.4 Demonstrate the ability to make informed decisions through the use of multiple, credible sources</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		

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**Determining Helpful Resources:**

- D1.5.K-2. 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.

**Evaluating Sources and Using Evidence:**

- 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.

***Example strategies to reach depth and intention of the standard***

- Analyze pictures, documents, etc of both sides of an event and compare and contrast to their findings
- Mock Trial of an event or person in history
- Inquiry Project
- Document Based Questions (DBQs)

***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"> <li>● Research a topic</li> </ul>	<ul style="list-style-type: none"> <li>● Take a topic that is debated in society and find multiple primary and secondary sources to support the claims you make. When completed, share with school and/or the community. Amount of sources needed may be determined by topic and grade level.</li> </ul>