

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:	3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities.	
Student Friendly Language:	I can ask questions about people who have impacted our history.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Knowing how to ask a question. Knowledge of historical people and events shaped places and are now recognized through celebrations or holidays. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> About the changes groups and individuals have helped shape throughout history. What made the individual/group’s work significant in history. How to create questions to promote discussion about people or events. 	<ul style="list-style-type: none"> A variety of people can impact our world (e.g., presidents, inventors, suffragettes). 	<ul style="list-style-type: none"> Identify people who made an impact on history. Question why key historical figures did the things they did. Ask how key historical figures made a difference.
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"> Historical Individuals Historical Groups Continuities Significant 	<ul style="list-style-type: none"> How to generate a question, what kind of individuals/groups are being discussed, what consists of significant changes. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 2</p> <p>OSEU 7</p>	<ul style="list-style-type: none"> • There is no “generic American Indian”. Many influential Oceti Sakowin people helped to develop our state. Examples: Crazy Horse, Spotted Tail, Sitting Bull, Red Cloud. • There were important Oceti Sakowin people famous from America such as Crazy Horse, Spotted Tail, Sitting Bull, Red Cloud. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • Knowing how to ask a question. • Knowledge of historical people and events shaped places and are now recognized through celebrations or holidays. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Explain the effects of conflicts and the establishment of reservations on the American Indians culture
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults). • D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> • D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> • D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). 		
<p>Example strategies to reach depth and intention of the standard</p>		

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- Research
 - Research individuals and groups that make significant changes.
- Videos
 - Create videos discussing individuals and groups that made significant changes.
- Poster
 - Create a poster stating questions students could ask about the people that impacted history.

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"> ● Historical Figure Wax Museum ● Current day research and analyzation 	<ul style="list-style-type: none"> ● Students would research one historical figure. They would then dress up to portray that historical figure with their classmates. They would also be required to ask questions of the other group members. <ul style="list-style-type: none"> ○ Students can look toward people who made significant impacts within their state or community as well to bring more of a local connection. ● Students complete a short research project presentation where they examine a person in their community, state, country, or world who they feel should be recognized for the impact they are making.