

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>	3. H.5.1 Compare information provided by different primary and secondary historical sources about the past.	
<b>Student Friendly Language:</b>	I can compare information from several different sources as I read about the past.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• Where to find different sources.</li> <li>• How to tell stories of the past from historical artifacts and documents.</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>• Distinguish between primary and secondary sources.</li> <li>• Determine the pros and cons of when primary vs. secondary sources can be used.</li> </ul>	<ul style="list-style-type: none"> <li>• There are many different texts that give information about history.</li> <li>• It is important to read from many sources to collect different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare information gathered on a topic from several primary and secondary sources.</li> </ul>
<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>• Primary Sources</li> <li>• Secondary Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Confusing primary and secondary sources.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 5</a>	<ul style="list-style-type: none"> <li>• The Oceti Sakowin have oral and written accounts that frequently conflict with mainstream historians.</li> </ul>	

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<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• How to find different sources.</li> <li>• How to tell stories of the past from historical artifacts and documents.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Compare information provided by different primary and secondary historical sources about the past.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Infer the intended audience and purpose of a historical source from information within the source itself</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>• D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults).</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</li> </ul> <p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>• D4.1.3-5. Construct arguments using claims and evidence from multiple sources.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>• Compare and Contrast Worksheets               <ul style="list-style-type: none"> <li>○ Example: Provide students with two different resources on the same historical topic and have them compare and contrast them.</li> </ul> </li> </ul>		
<b>Possible Civic Engagement Activities</b>		
<p>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.</p>		
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>	
<ul style="list-style-type: none"> <li>• Have a historian or librarian come in and speak.</li> </ul>	<ul style="list-style-type: none"> <li>• The librarian or historian would come and talk to the students about where to find resources, what resources to trust, and how to compare the two types of resources.</li> </ul>	

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	<ul style="list-style-type: none"><li>○ This person can also show examples of primary and secondary sources and how each type of source is crucial in interpreting history.</li></ul>
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