

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will develop historical research skills.	
Grade Level/Band Standard:	4.H.5.1 Infer the intended audience and purpose of a historical source from information within the source itself.	
Student Friendly Language:	I can infer the audience of a historical source based on the information within the source. I can infer the purpose of a historical source from information within the source.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Know primary vs secondary sources or firsthand vs secondhand accounts. What perspectives are and the purposes for writing. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> A historical source is something that tells the reader about history. 	<ul style="list-style-type: none"> Authors write with a specific audience and purpose in mind. 	<ul style="list-style-type: none"> Read multiple historical sources and determine the intended audience and purpose of a 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"> Intended audience Historical sources Bias 	<ul style="list-style-type: none"> May think that authors write without bias. May not realize there is always more than one side to a story. They may think that all parties involved feel the same way about an event. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 5	<ul style="list-style-type: none"> The Oceti Sakowin members share oral tradition and written accounts that provide perspectives in various sources. 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● Compare information provided by different primary and secondary historical sources about the past. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Infer the intended audience and purpose of a historical source from information within the source itself. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Summarize how different types of historical sources are used to explain events in the past. ● Evaluate a historical source to justify the validity of that source.
C3 Framework Relevant Skills and Applications		
<p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> ● Reading Scavenger Hunt: Students will be given an article related to a current social studies topic. They will read the article through one time for understanding. The 2nd read should look for factual events. The focus for the 3rd read should be for students to identify the author's purpose and the intended audience. 		
Possible Civic Engagement Activities		
<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>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> ● Organize and analyze facts for a discussion 	<ul style="list-style-type: none"> ● Give students two different historical sources, one for them to first discuss with someone who had the same historical source as them and then to discuss with a student who was given a different historical source on a similar topic. Then they can compare factual events and the author's purpose and intended audience. Students should then compare the similarities and differences between the two historical sources. Students should be able to explain why this skill is especially important in our current society. 	

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