

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>	4.H.5.2 Use evidence to develop a claim about the past.	
<b>Student Friendly Language:</b>	I can use evidence to form an idea 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>• How to use and analyze multiple sources</li> <li>• What primary and secondary sources are</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>• What a claim is and how it differs from an opinion.</li> <li>• Artifacts that provide evidence</li> <li>• Evidence can come from multiple sources. Examples may include but are not limited to: documents, books, pictures, and artifacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Information can be used to form claims about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and present a claim statement using evidence from researching an event or time in South Dakota History.</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>• Evidence</li> <li>• Claim</li> <li>• Artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• That evidence to develop claims should only come from documents.</li> <li>• That an opinion is the same as a claim.</li> <li>• That claims must be supported by research and not by feelings.</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 members share oral tradition and written accounts that provide</li> </ul>	

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	perspectives in various sources.	
<b>Vertical Alignment</b>		
<p><b>Previous 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>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Use evidence to develop a claim about the past.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Summarize how different types of historical sources are used to explain events in the past.</li> <li>Evaluate a historical source to justify the validity of that source.</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<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>Provide students with an article about a topic covered in SD History. Have students read the text. In partners our groups have students come up with ideas for a claim. Make sure the article has enough evidence for students to be able to support their claims. Have the group choose one claim to write on their large piece of paper. Then have the students come up with as much evidence as they can from the article to support their claim. Finally, have the groups participate in a gallery walk. As they move around to each groups' paper, students should add more evidence to support their claim, put a question mark next to any current evidence they don't think supports their claim, and then add an exclamation point next to a piece of evidence they think is strong. Groups could also write down a praise and a polish-something they need to work on, for next time.</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>Write a class position statement</li> </ul>	<ul style="list-style-type: none"> <li>Students will be provided a history topic provided by the teacher. Students will come up with a claim and evidence. Students will then discuss their claims and evidence. Finally, they will be asked to agree on a class position statement about the article.</li> </ul>	