

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:	5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S.	
Student Friendly Language:	I can explain how different cultural lifestyles, ideas, and religious beliefs affected the development of the US.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● That the United States was settled by people from all different cultural and religious backgrounds from different areas of the world. ● Basic knowledge of how the United States came to be. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Religion ● Philosophy ● Melting pot ● Culture 	<ul style="list-style-type: none"> ● When people move to a new area they take their beliefs and philosophies with them. 	<ul style="list-style-type: none"> ● Explain how various immigrant and native populations' cultural lifestyles, ideas, and religious beliefs have influenced the founding of this country.
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"> ● Religion ● Philosophy ● Melting pot ● Culture 		<ul style="list-style-type: none"> ● Not all settlers in the United States came from Europe.
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> I can describe influences of European cultures on South Dakota communities 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> I can explain how different cultural lifestyles, ideas, and religious beliefs affected the development of the U.S. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> I can analyze the development and cultural contributions that gave rise to economic systems and political institutions
C3 Framework Relevant Skills and Applications		
<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. D3.4.3-5. Use evidence to develop claims in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> Have the students create a Venn Diagram comparing and contrasting different cultures. Explore maps with students that outline where people from different countries tended to settle together (ex. Netherlands to northwest Iowa, Germans to central Minnesota). Discuss how larger cities in the United States created the “melting pot” atmosphere of many cultures, religions, and philosophies of a wide variety of people over time. 		
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:	

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<ul style="list-style-type: none">● If you have a local museum you can try to find exhibits from early local settlers that reflect pieces of their culture that was carried over from where they originated before settling in the area.● Students explore their own cultural heritage	<ul style="list-style-type: none">● N/A● Students can share their own family traditions with their classmates and discuss how this shapes their lifestyle. This could also promote students to explore new traditions.
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