

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
<b>Grade Level/Band Standard:</b>	5.H.3.1 Explain why individuals and groups during the same historical period can differ in their perspectives.	
<b>Student Friendly Language:</b>	I can identify why groups or individuals may have opposing views on specific topics despite being from the same region or time period.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Political and cultural views play a role in how someone views specific topics.</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>Perspectives</li> <li>Beliefs</li> <li>Opinions</li> <li>Opposing</li> </ul>	<ul style="list-style-type: none"> <li>The experiences that a person has influences their thinking and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the lives of individuals or groups who lived during the same time period.</li> <li>Analyze and evaluate a historical event from two or more perspectives.</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>Perspectives</li> <li>Beliefs</li> <li>Opinions</li> <li>Opposing</li> </ul>	<ul style="list-style-type: none"> <li>Not everyone shares the same opinions, values, and/or beliefs.</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 perspective is less subjective in the same historical period of events.</li> <li>Written accounts differ from oral history.</li> </ul>	

South Dakota Social Studies Unpacked Standards Template

<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>I can identify why groups or individuals may have opposing views on specific topics despite being from the same region or time period.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast primary and secondary sources to identify multiple perspectives of the same event</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<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>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</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> <li>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Students can research the fraction and divide within the United States on the topic of slavery leading up to the Civil War, with an emphasis on the Kansas and Nebraska Act of 1854 (Bleeding Kansas) (other historical events can also be used as discussion topics).</li> <li>Research public polling data from the Secretary of State to see how their local county voted in previous elections to emphasize to students how people in the same region can have very different views and opinions.</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>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> <li>Class debate/discussion</li> </ul>	<ul style="list-style-type: none"> <li>Students can choose simple topics (such as pineapple belonging on pizza) to have a debate. Teachers should review the aspects of what a respectful debate looks like before students</li> </ul>	

## South Dakota Social Studies Unpacked Standards Template

	<p>begin. When students begin their debate, they will understand how people can have differing viewpoints on topics, but still be respectful to one another.</p>
--	--