

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will develop historical research skills.	
Grade Level/Band Standard:	5.H.5.1 Summarize how different types of historical sources are used to explain events in the past.	
Student Friendly Language:	I can explain how different historical sources are used to tell about historical events.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The difference between a primary and secondary source. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Historical events Reliable sources Artifacts 	<ul style="list-style-type: none"> Multiple sources should be used to learn about historical events. 	<ul style="list-style-type: none"> Research historical events using multiple sources. Summarize how using multiple historical sources gives a better understanding of the event.
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"> Historical events Reliable sources Artifacts 	<ul style="list-style-type: none"> Not knowing how to find reliable sources and tell the difference between reliable and unreliable. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 5	<ul style="list-style-type: none"> Oral tradition and written accounts provide perspectives in various sources. Development of forts happened after the Civil War. 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> I can use evidence to develop a claim about the past. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> I can explain how different historical sources are used to tell about historical events. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> N/A
C3 Framework Relevant Skills and Applications		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults). <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>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. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.1.3-5. Construct arguments using claims and evidence from multiple sources. 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> Have students choose a historical event (ex. Battle of Gettysburg) and research information from at least 2-3 different sources to learn about what took place with a short summary of the information gathered. During a specific unit of study (ex. American Revolution, Civil War, etc.), have students “create” a replica artifact from that time period related to what is being studied and provide a short description of what the item is and why it would have been important. 		
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"> Explore family or community history through featured artifacts 	<ul style="list-style-type: none"> Students research a past event in their family, school, or community and use a historical source they’ve researched (such as a primary document or artifact) to tell the story. This emphasizes the importance of using reliable, historic sources to tell a story. 	

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	<ul style="list-style-type: none">○ This could also be a great exercise to have students use multiple objects to include several viewpoints of the event.
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