

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will develop historical research skills.	
Grade Level/Band Standard:	5.H.5.2 Evaluate a historical source to justify the validity of that source.	
Student Friendly Language:	I can identify whether or not a source is factual and reliable.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Cite evidence in a source to make a claim about the past. 		
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 sources • Reliable • Credible • Validity 	<ul style="list-style-type: none"> • Their research is strengthened when they can show the validity of the information they have found. 	<ul style="list-style-type: none"> • Analyze the validity of a source by researching and documenting the author's purpose of writing, credentials, and audience.
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 sources • Reliable • Credible • Validity • Bias 	<ul style="list-style-type: none"> • Struggle with determining if a source is reliable. • Many students think only looking at one source makes the story true. 	
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. 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> I can infer the intended audience and purpose of a historical source from information within the source itself. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> I can identify whether or not a source is factual and reliable. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> N/A
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. D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources. <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"> D4.1.3-5. Construct arguments using claims and evidence from multiple sources. D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> Students can pick a historical source (ex. document, picture, song) and explore it using other means of research to check if it is valid. Give students a topic and have them find a source that is valid as well as a source that is not valid related to that topic. 		
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"> If you have access to a local museum you can have a student choose a document or painting and criticize whether or not 	<ul style="list-style-type: none"> N/A 	

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<p>that source is factual to the time period and context that it came from.</p> <ul style="list-style-type: none">● Explore multiple perspectives	<ul style="list-style-type: none">● Students can be given a topic, whether current or past, and look at multiple perspectives to check the credibility and bias of a source. This will help students understand that sources may differ in what they say on the same topic. This activity will also get students used to examining multiple perspectives.
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