

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.	
Grade Level/Band Standard:	6.H.1.2 Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future.	
Student Friendly Language:	I can analyze the order of historical events and connect them to the events happening at the same time in history, to the present, and implications for the future.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● Ability to read a timeline. ● Know examples of cause and effect in history, such as United States conflicts with other countries. ● Understand chronological order 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Significant historical events <ul style="list-style-type: none"> ○ Formation of democracy in Athens ○ Building of Great Wall of China ○ Different formations of slavery through time ○ Hammurabi’s Code; Roman 12 Tables (along with other formations of written laws) ○ Etc... ● Impacts of events on past, present, and future. 	<ul style="list-style-type: none"> ● Events happen in sequential order at the same time that other events occur around the world. ● Events from ancient times continue to influence the world today. ● Historians don’t always agree on specifics about when and how events took place. 	<ul style="list-style-type: none"> ● Compare and contrast events of the past in relation to the events of the present. ● Generate questions on how cultures impacted one another concurrently throughout history. ● Create a cause and effect timeline of important events of the past in relation to the present. ● Create a table showing different perspectives about a particular event in the past.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Chronology ● Timeline ● Historical context ● Historical Eras ● Past ● Present ● Future 	<ul style="list-style-type: none"> ● Making connections of past events to the present is difficult. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 5</p> <p style="text-align: center;">OSEU 6</p> <p style="text-align: center;">OSEU 7</p>	<ul style="list-style-type: none"> ● One of the ways historical events impacted the Oceti Sakowin tribal people is through storytelling about other cultures. ● Treaties and policies have impacted the Oceti Sakowin tribal people in the past, present, and future. ● Negative past events have propelled the Oceti Sakowin people toward self-determination and resiliency. ● The economic and educational ventures of the Oceti Sakowin people have impacted the past, present, and future. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 5.H.1.2. Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially ● 5.H.2.3. Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.7.3. Draw conclusions on how past human and/or physical conditions influence present and/or future conditions ● 8.H.1.2. Identify causes and effects of the War of 1812, Texas Revolution, and the Mexican American War ● 9-12.H.1.2. Identify patterns and analyze change and continuity in historical eras

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C3 Framework Relevant Skills and Applications

Determining Helpful Resources:

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Communicating Conclusions:

- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Taking Informed Action:

- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Example strategies to reach depth and intention of the standard

- Compare and contrast important events of the ancient world and describe their influence to events of the present day.
- Create a cause and effect table of one ancient event to another.
- Create a chart explaining the importance of past decisions.
- Create a timeline of a civilization from conception to end.

Possible Civic Engagement Activities
 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.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Analyze history of current problems 	<ul style="list-style-type: none"> ● Students pick a topic on a problem that they see in our world today and trace the events through history that they think have caused that problem. Students then write a persuasive paper, with evidence, showing how this current problem came about and describe possible solutions to the problem.