

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:	6.H.2.2 Analyze the development and cultural contributions that gave rise to the agrarian societies.	
Student Friendly Language:	I can explain the causes and effects of developments and cultural contributions that promoted the rise in ownership of land and agriculture.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Understand that the physical environment affects people. • Understand that interactions of various cultures, philosophies, and religions influence and impact society. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Agrarian centers developed mainly along major river systems <ul style="list-style-type: none"> ○ Tigris, Euphrates, Nile, Yellow River, etc...) • More people were able to settle in a specific spot instead of being nomadic. • Civilizations began in river valleys. 	<ul style="list-style-type: none"> • The use of irrigation increased food production. • Geography played a role in the development of societies. • Cuneiform writing made it possible to learn about the Sumerians and early life. • Cuneiform writing developed in part due to the demands of large-scale farming (keeping track of food production and distribution) • Job specialization developed as agriculture developed. 	<ul style="list-style-type: none"> • Compare/contrast the cultural practices and products of the societies studied. • Analyze and explain push and pull factors that cause people to migrate from place to place. • Compare the geographic, political, social, and economic factors for the river valley civilizations.
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"> ● Agrarian Centers ● Innovation ● Specialization ● Development ● Contribution ● Agrarian ● Irrigation ● City-state ● Tigris River ● Euphrates River ● Mesopotamia ● Small Scale Farming: farming to feed individual/family ● Large Scale Farming: farming to feed a city 	<ul style="list-style-type: none"> ● Relating to how long it took for job specialization to develop, it didn't just happen overnight. ● Farming was happening before agrarian societies developed, a rise in global temperatures, and a growing population gave a possibility and need for producing more food. ● Making a connection between an abundance of freshwater (river valleys) and where people first built agrarian societies. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 2</p> <p style="text-align: center;">OSEU 3</p> <p style="text-align: center;">OSEU 5</p>	<ul style="list-style-type: none"> ● The Oceti Sakowin people created a unique identity that has developed their cultural contributions and communities based on hunting, gathering, and horticulture--not agriculture. ● The Oceti Sakowin people developed tribal traditions that gave rise to early human communities and cultures such as the teepee. ● The people of the Oceti Sakowin used Winter Counts to record the development and cultural contributions of their communities. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Analyze the development and cultural contributions that gave rise to the agrarian societies. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.4.2. Explain how and why different cultures interact with earth's physical systems in various ways

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<ul style="list-style-type: none"> ● 5.G.2.2. Explain how human settlements and movements relate to the locations and use of various natural resources 		<ul style="list-style-type: none"> ● 7.G.5.1. Analyze basic components of culture, including how and why they differ spatially
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. ● 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. ● D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> ● Have students look at a map of where agrarian centers developed and investigate why they developed where they did (major river systems). ● Do an activity with students to show how a land area can support a group of people through hunting/foraging, but as populations increase the amount of food that needs to be produced needs to increase. Global temperatures were also rising, this made large-scale farming possible. As people could produce more food than was needed for themselves, people could do other specialized tasks/jobs. ● Look at the development of writing Mesopotamia. Have students note that writing was originally developed to track food production/storage. 		
<p><i>Possible Civic Engagement Activities</i></p> <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>		
<p>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>	

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<ul style="list-style-type: none">● Agriculture in Your Community	<ul style="list-style-type: none">● Take a map of your local area, label various water areas, and highlight the agricultural areas or lack thereof. Describe the connection between the local freshwater sources, agricultural areas, and communities.
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