

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.2.3 Analyze the development and cultural contributions including large-scale empires and major religions.	
Student Friendly Language:	I can evaluate multiple causes of events and developments, with an emphasis on large empires and major religions.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • People have had and continue to have different beliefs about the world. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Titles of rulers/leaders • Forms of government • Religious impact • The importance of river systems • Ancient architecture 	<ul style="list-style-type: none"> • Geography played an important role in the development of societies. • Some laws today stem from the Code of Hammurabi. • Trade was a key factor in the development of civilizations and the spread of religion. • Religion defined how various societies lived. • Ancient civilizations had a lasting impression on architecture, culture, and religions around the world. • How an empire is defined. 	<ul style="list-style-type: none"> • Compare/Contrast the elements of ancient religions. • Describe how cultural contributions of ancient civilizations have an impact on our world today. • List the various roles people have within an empire.
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"> ● Sumer ● Empire ● Babylon ● Ziggurat ● Hammurabi’s Code ● Various religions of the specified empires 	<ul style="list-style-type: none"> ● Not understanding what an empire is. ● Not all empires are ordered the same. ● How religion shapes a society. 	
OSEUS Connection		
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 non-centralized government based on spirituality. ● The Oceti Sakowin did not gain control like an emperor but based their government on spirituality. ● The Oceti Sakowin people developed different forms of Lakota/Dakota/Nakota dialects. ● The Oceti Sakowin people developed tribal traditions that gave rise to early human communities and cultures. <ul style="list-style-type: none"> ● Sacred Sites ● Creation Stories ● Star Knowledge ● Pipe ● The people of the Oceti Sakowin used Winter Counts to record the development and cultural contributions of their communities. 	
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.3.1. Explain why individuals and groups during the same historical period can differ in their perspectives 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Analyze the development and cultural contributions including large-scale empires and major religions. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.3.2. Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places

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		<ul style="list-style-type: none"> 7.G.3.3. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures
<i>C3 Framework Relevant Skills and Applications</i>		
<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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Create an infographic showing various empires' social/political hierarchy. Depict major achievements/accomplishments of an empire (example: Gupta) in a slideshow. Compare and contrast different religions (Buddhism and Hinduism) using a graphic organizer. 		
<i>Possible Civic Engagement Activities</i>		
<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"> World Religions Infographic 	<ul style="list-style-type: none"> Collaboratively create an infographic poster for the school explaining major religions of the world. This promotes inclusion to students in the school who may not share the same religions. 	

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