

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
Grade Level/Band Standard:	6.H.4.1 Consider alternative courses of action or outcomes for historical events.	
Student Friendly Language:	I can predict how events in history could have had an alternative outcome based on different factors.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Know how to describe cause and effect, such as cause and effect in the development of Colonial America. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Geographical locations impact the choices people make (Egypt along the Nile). Significant choices people made in history (isolation policy of China). Major environmental events that affected people (examples: earthquake with Minoans, Vesuvius, etc.) 	<ul style="list-style-type: none"> Every event in history is a direct result of the factors that took place during that time. Any one event, person, or factor could have drastically changed the outcome of any given situation. 	<ul style="list-style-type: none"> Analyze information from many sources to create generalizations about how the past influenced the present. Compare and contrast the influences during major events in history and discuss the impact on the outcomes. Communicate a position on a topic and provide evidence to support that position. Hypothesize how an event could have been different and provide evidence to support your argument.
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"> Geographic locations Significant people Social cultures Economic contributions Environmental factors 	<ul style="list-style-type: none"> Need background knowledge of actual history before extending their thinking to alternate history. Thinking that what is being discussed is real history. 	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> ● Governmental influence 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 1</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 as well as other ancient civilizations had differing ideas about land ownership and communal stewardship. ● The Oceti Sakowin evaluated historical events and important people from various ancient civilizations through different creation stories, star knowledge and how they relate to one another. ● Ancient civilizations shared their historical events and people through oral traditions and written accounts such as Winter Counts. 	
<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 ● 5.H.4.1. Identify the causes and effects of the development of Colonial America ● 5.H.4.4. Identify key events during the American Revolution considering how they affected people, government, and the economy 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Consider alternative courses of action or outcomes for historical events. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 8.H.4.1. Analyze the sources of conflict which led to the American Revolution ● 9-12.H.4.1. Identify and distinguish between long-term causes and triggering events of WWI
<i>C3 Framework Relevant Skills and Applications</i>		

South Dakota Social Studies Unpacked Standards Template

Constructing Compelling Questions:

- D1.1.6-8. Explain how a question represents key ideas in the field.
- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions.

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.

Evaluating Sources and Using Evidence:

- 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.
- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Communicating Conclusions:

- 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 with strengths and weaknesses of the explanations.

Example strategies to reach depth and intention of the standard

- Have students generate “What If...” questions such as: what if Cyrus the Great lived longer? What if an earthquake didn’t cause the decline of the Minoans? Etc...
- Work with a language arts teacher and write a narrative story about an alternate history (can include different aspects of the civilization such as leaders, geography, environment, etc...).

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"> ● Prove Your Point 	<ul style="list-style-type: none"> ● Communicate a position on an event happening today and provide evidence to support what you think will happen in the future (what will be history). This can also work with a past event

South Dakota Social Studies Unpacked Standards Template

	and how the outcome could've been different due to a differing piece (this would require student research).
--	---