

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will develop historical research skills.	
Grade Level/Band Standard:	6.H.5.3 Utilize primary and secondary sources and examine the credibility and intent of those sources.	
Student Friendly Language:	I can examine evidence using a variety of historical documents and understand the credibility of the author and the purpose of the source.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Understand the difference between primary and secondary sources. • Understand that people have had and continue to have differing views on the world. • Analyze the validity of a source by researching and documenting the author's purpose of writing, credentials, and audience. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Distinguish and differentiate between the value of primary and secondary sources. 	<ul style="list-style-type: none"> • History is a process of reasoning based on evidence from the past. • The credibility of the source's author is important. 	<ul style="list-style-type: none"> • Explain why historians use a variety of credible sources. • Examine historical documents for credibility and relevance.
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"> • Primary source • Secondary source • Fact versus opinion • Author bias • Credibility • Point of view 	<ul style="list-style-type: none"> • Difference between a primary and a secondary source. • People don't always tell the truth in history. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 3</p> <p>OSEU 5</p>	<ul style="list-style-type: none"> • Tribal cultures, traditions, languages, sacred sites, creation stories, and star knowledge are credible secondary sources of the Oceti Sakowin people. • History told from the Oceti Sakowin perspective, through oral tradition and written accounts were secondary sources of information. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • 5.H.5.2 Evaluate a historical source to justify the validity of that source • 6.H.5.2 Determine whether a source is appropriate for answering compelling and supporting questions 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Utilize primary and secondary sources and examine the credibility and intent of those sources. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • 8.H.5.3. Critique significant political primary sources and their impact on events of this time period • 9-12.H.5.3. Identify historical evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> • 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. <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. • D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. <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. • D4.4.6-8. Critique arguments for credibility. 		

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<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> Go to an article about the ancient world and analyze the source, point-of-view, and bias of the article. 	
<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"> Current Event Analysis 	<ul style="list-style-type: none"> Provide a first hand account or evidence of a current event of a topic that is disputed (origin of Covid-19, removal of statues, etc.) and discuss the credibility of the sources for the event in class.