

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.5 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
<b>Grade Level/Band Standard:</b>	8.H.5.2 Generate questions to analyze why individuals or groups, and their developments, are seen as historically significant.	
<b>Student Friendly Language:</b>	I can ask questions about people to figure out why they matter in history.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● 5.H.5.1 Summarize how different types of historical sources are used to explain events in the past               <ul style="list-style-type: none"> <li>○ The need to know the differences between source types.</li> </ul> </li> <li>● 5.H.5.2 Evaluate a historical source to justify the validity of that source               <ul style="list-style-type: none"> <li>○ The ability to research and see if a source is reliable and valid for historical use.</li> </ul> </li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>● That there are many people (past/present) that have both positively and negatively shaped America into the country that it is today.</li> </ul>	<ul style="list-style-type: none"> <li>● A historical figure that has impacted America negatively, along with generating questions to analyze how their developments/actions are still seen as historically significant. (ex. Benedict Arnold, John Wilkes Booth, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Choose between 2-4 historical figures throughout U.S. history (past/present) and will generate compelling questions about their significance; along with creating supporting questions which help explain why/how those individuals are historically significant.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>		<b>What are possible misconceptions students may have with respect to this standard?</b>
<ul style="list-style-type: none"> <li>● Generate Questions</li> <li>● Analyze</li> <li>● Significant</li> </ul>		<ul style="list-style-type: none"> <li>● That only the “major” historical figures matter in history, when ordinary citizens also impact local, state, and national issues.</li> </ul>

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<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#"><u>OSEU 5</u></a>	<ul style="list-style-type: none"> <li>History told from the Oceti Sakowin perspective, through oral tradition and written accounts, should be included in the historical narrative and should be viewed as a historical valid perspective.</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>See prior knowledge section above for standards and explanations.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Depending on which unit teachers choose to teach this standard, historical figures can be examined for significance in their time period, and affect on future history.</li> <li>ELA Connection: 8.W.7 Students conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>High School History Connection 9-12.H.5.1. Students will determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> <li>High School Civics Connection 9-12.C.4.1 Students will define the concept of civic virtue through the use of compelling questions</li> <li>High School Civics Connection 9-12.C.4.2 Students will summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government</li> <li>High School Civics Connection 9-12.C.5.3 Students will explain how democracy relies upon responsible participation of its citizens</li> </ul>

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		and identify ways a citizen can effectively participate
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### *C3 Framework Relevant Skills and Applications*

**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.

**Constructing Supporting Questions:**

- D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing.

**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:**

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.4.6-8. Critique arguments for credibility.
- D4.5.6-8. Critique the structure of explanations.

### *Example strategies to reach depth and intention of the standard*

- Students will generate a list of compelling questions to ask any historical figure that may have impacted American history either positively or negatively.
- Students should research past historical figures at their own local and state levels, then put together a presentation for their peers describing how they impacted their lives specifically still today and will also generate compelling questions about their significance. Students also should create some supporting questions which help explain why/how those individuals are historically significant even though it wasn't at a national level.

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<p style="text-align: center;"><b><i>Possible Civic Engagement Activities</i></b></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>	
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Historical Figures Yesterday and Today</li> </ul>	<ul style="list-style-type: none"> <li>● As a year end activity, or unit end activity, students could identify key individuals or groups from a time period studied in class, and research similar figures or organizations active today. Students could consider what made these people historically significant and how current groups are impacting today's society.</li> </ul>