

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
Grade Level/Band Standard:	8.H.5.3 Critique significant political primary sources and their impact on events of this time period.	
Student Friendly Language:	I can recognize important political documents and describe how they might affect the time period during which they were written.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government <ul style="list-style-type: none"> ○ By utilizing the sources from fifth grade, students have already been exposed to founding documents and how they impact the government. ○ In this grade, students should be able to utilize prior knowledge of current / potential events, issues and problems to evaluate how the past influences modern life. ● 8.C.4.2 Apply the rights and responsibilities of U.S. citizens to students’ lives <ul style="list-style-type: none"> ○ Students can apply citizen rights and responsibilities and how the past impacts modern events, issues and problems. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● That primary sources are any artifacts or original documents from a certain time period that have a lasting impact on society in history. 	<ul style="list-style-type: none"> ● How primary sources were often created out of political and/or social motivations from a certain time period. 	<ul style="list-style-type: none"> ● Assigned different time periods and given a political primary source to investigate when and why it was written, along with distinguishing the influence it had on society then and now.
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"> ● Critique ● Primary Document ● Secondary Document ● Impact ● Recognize 	<ul style="list-style-type: none"> ● N/A 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 5	<ul style="list-style-type: none"> ● 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. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● See prior knowledge section above for standards and explanations. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will need to read/annotate/evaluate the meaning of multiple primary sources (i.e. Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights, Federalist Papers, Washington’s Farewell Address, Lincoln-Douglas Debates, Gettysburg Address, etc). ● ELA: 8.RI.2 Students determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.5.2. Students will evaluate the credibility of a source by examining how experts value the source. ● High School History Connect 9-12.H.5.3. Students will identify historical evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims ● High School Civics Connection 9-12.C.2.3 Students will evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation ● High School Civics Connection 9-12.C.2.4 Students will explain how the goals set forth in

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		<p>the preamble of the United States Constitution reflect enduring issues of American society</p> <ul style="list-style-type: none"> ● High School Civics Connection 9-12.C.2.5 Students will explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view
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C3 Framework Relevant Skills and Applications

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.

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.

Communicating Conclusions:

- 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).

Taking Informed Action:

- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Example strategies to reach depth and intention of the standard

- Students can create presentations over primary sources and describe their true meaning.
- Have students choose any primary source from their time period of choice, then have them rewrite the primary sources using today’s language.
- Divide the students up and assign them each a primary source to research and become the experts on. Then have the groups face off against each other, arguing why their primary source would be the most important one today, based on the impact it has. After each debate, the remaining students should vote on which primary source they feel is more important (and on how persuasive each group's debate was).
 - Create a bracket and have all the primary sources face off against each other, to determine at the end which one the class found most important and crown it as the primary source winner!

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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">• Which founding primary document is most essential in today's society?	<ul style="list-style-type: none">• After studying the meaning and purpose of the Declaration of Independence, Articles of Confederation, U.S. Constitution, and Bill of Rights, students create an argumentative writing piece explaining which document is most essential to our society today with at least three pieces of evidence cited from the document and ties to current events.• As a supplement to the writing, students could engage in discussions with students who chose the same document, and students who chose different documents.