

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
Grade Level/Band Standard:	9-12.H.3.1 Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion.	
Student Friendly Language:	I can understand authors have different perspectives and explain how an author’s worldview impacts writing. I can identify how author perspective and bias shaped what we know about exploration, imperialism, and expansion.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● Establishment of the American colonies ● How views were changing due to new political circumstances 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Perspective ● Inference ● Worldview ● Bias ● Colony ● Well known explorers (e.g. Magellan, Columbus, De Gama, Zhang He, etc.) ● Well-known authors/writers that contribute to exploration, imperialism, expansion 	<ul style="list-style-type: none"> ● Perspective/point of view impacts how authors write history ● Different perspectives can provide differing accounts of historical events ● Multiple perspectives on historical events leads to deeper understanding ● Different authors provide historical narrative and can shape the history they’re writing about 	<ul style="list-style-type: none"> ● Analyze different primary source texts from authors in an era ● Compare and contrast multiple primary source texts paying attention to perspective/point of view ● Critique primary and secondary source texts using evidence and credible alternative sources ● Determine and conceptually explore missing perspectives ● Contextualize sources, explaining how background information influences the content of a document at a particular point of time
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> ● Imperialism (e.g. Scramble for Africa, Treaty of Nanjing, Indirect rule, etc.) ● Expansion (e.g. Colonies, Trading Companies, Annexation, etc.) ● Nationalism (unification movements: Pan-Germanic, Pan-Slavic) ● Racism 	<ul style="list-style-type: none"> ● How explorers may be portrayed in history: heroes or villains; humane or inhumane ● Lack of understanding of the nature of how some countries were formed or colonized ● The belief that what is read from a single source is all factual, and not biased 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 6.H.5.3 Utilize primary and secondary sources and examine the credibility and intent of those source ● 6.H3.1 Compare and contrast primary and secondary sources to identify multiple perspectives of the same event ● 8.C.1.2 Explain how government decisions impact people, places, and history ● 8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● The impact of exploration, imperialism, and expansion continues to be felt in location across the globe. ● History continues to evolve based on the emergence of reputable sources. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.C.5.4 Demonstrate the ability to make informed decisions through the use of multiple, credible sources ● 9-12.E.1.1 Through the construction of compelling questions, explain how the fundamental economic problem of unlimited wants with limited resources reflects enduring issues at all levels
C3 Framework Relevant Skills and Applications		

South Dakota Social Studies Unpacked Standards Template

Constructing Supporting Questions:

- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Determining Helpful Resources:

- D1.5.K-2. 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.

Evaluating Sources and Using Evidence:

- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

Developing Claims and Using Evidence:

- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Communicating Conclusions:

- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

Example strategies to reach depth and intention of the standard

- Teachers can incorporate the following examples of documents for students to analyze within this standard:
 - Read *The White Man’s Burden* by Rudyard Kipling, and explain how it perpetuates the era of imperialism.
 - Research the Dominican priest, Bartolome de las Casas, and discuss his interpretation of Spain’s presence in the Americas through excerpts of his writing, *A Short Account of the Destruction of the Indies*.
- Interpret political cartoons that depict different eras of expansion, identifying bias and point of view.

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:
-----------	--

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none">● Students write reactions to a primary source document. Several documents with various views are used.● Examples: Christopher Columbus, colonization, growth of 19th Century Empires	<ul style="list-style-type: none">● Students discuss the bias and worldviews of the documents, explaining how different perspectives emerge from a single event.<ul style="list-style-type: none">○ Students conclude on how to reach the facts through the various perspectives.● Extension of the activity - choose a current topic and interpret the bias or differing views of media outlets that cover the story<ul style="list-style-type: none">○ Students fact-check the information of the various articles
--	---