

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
<b>Grade Level/Band Standard:</b>	9-12.H.3.2 Interpret and critique historical propaganda sources based on their maker, date, place of origin, intended audience, and purpose.	
<b>Student Friendly Language:</b>	I can analyze historical propaganda by identifying who made it, when and where it was made, who the audience was, and why it was created.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>An understanding of influencing wants and needs and persuasive techniques.</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>Propaganda</li> <li>Context</li> <li>Corroboration</li> <li>Type of source (e.g. newspaper, radio, flyer, posters, internet, etc.).</li> <li>Perspective</li> </ul>	<ul style="list-style-type: none"> <li>Propaganda techniques have changed over time.</li> <li>Propaganda is found in multiple formats.</li> <li>Propaganda is created for a variety of purposes by public and private sources.</li> <li>Propaganda had been used extensively with varying levels of “success.”</li> <li>Propaganda is an important part of contemporary society and continues to have relevance today.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the maker’s position on a historical person, place or event</li> <li>Analyze the maker’s purpose in producing the piece of propaganda</li> <li>Evaluate the piece of propaganda’s trustworthiness by considering genre, audience, and purpose.</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>	

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<ul style="list-style-type: none"> <li>● Propaganda</li> <li>● Argument</li> <li>● Persuasion</li> <li>● Misinformation</li> <li>● Disinformation</li> <li>● Advertisement</li> </ul>	<ul style="list-style-type: none"> <li>● Consider propaganda a tool for influencing public opinion from the past and no longer used.</li> <li>● The extensive use of propaganda throughout history and its impact.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 6.H.3.1 Compare and contrast primary and secondary sources to identify multiple perspectives of the same event</li> <li>● 6.H.5.2 Determine whether a source is appropriate for answering compelling and supporting questions</li> <li>● 6.H.5.3 Utilize primary and secondary sources and examine the credibility and intent of those sources</li> <li>● 8.H.5.3 Critique significant political primary sources and their impact on events of this time period</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Identify multiple examples of propaganda (advertising, politics, current events, etc.)</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.H.3.5 Assess the causes, events, and impacts of the Cold War on domestic and international affairs in American history.(Courses: Modern, Comprehensive</li> <li>● 9-12.H.4.7 Evaluate the causes and effects of the First World War on the United States.(Courses: Modern, Comprehensive</li> <li>● 9-12.H.4.9 Explain the causes, events, and consequences of the Second World War including issues at home and abroad.(Courses: Modern, Comprehensive</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		

## South Dakota Social Studies Unpacked Standards Template

### **Constructing Compelling Questions:**

- D1.1.9-12. Explain how a question reflects an enduring issue in the field.

### **Constructing Supporting Questions:**

- D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

### **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:**

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

### **Developing Claims and Using Evidence:**

- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

### **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.

### **Taking Informed Action:**

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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

- Identify and describe propaganda in and out of school, identifying techniques and their effectiveness.
- Analyze examples of propaganda to critically and evaluate the potential consequences of messages.

### ***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.

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<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>● Identify and describe examples of young people who took on contemporary issues thereby becoming role models.</li><li>● Identify a current issue/theme and create a piece of propaganda.</li></ul>	<ul style="list-style-type: none"><li>● Students will analyze various forms of citizen action that influence public policy decisions.</li><li>● Students will employ effective propaganda techniques on an issue or theme of their choosing.</li></ul>