

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.5 Students will develop historical research skills.	
<b>Grade Level/Band Standard:</b>	9-12.H.5.2 Evaluate the credibility of a source by examining how experts value the source.	
<b>Student Friendly Language:</b>	I can use historical thinking skills to determine the credibility of a source.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Historical thinking skills: Sourcing, Contextualization, Corroboration, and Close Reading.</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>Not all sources are reliable.</li> <li>Reliable primary sources are used in creating secondary sources</li> <li>Reputable sources are vital to understanding history and may be found in a variety of places.</li> </ul>	<ul style="list-style-type: none"> <li>There are historical thinking skills to evaluate the credibility of a source</li> <li>Utilizing multiple sources that corroborate one another leads to a more accurate version of events in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the maker’s position on the historical event</li> <li>Identify and evaluate the maker’s purpose in producing the source</li> <li>Hypothesize what the author might say before reading the document</li> <li>Evaluate the source’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>	
<ul style="list-style-type: none"> <li>Primary Source</li> <li>Secondary Source</li> <li>Perspective</li> <li>Bias</li> <li>Reputable websites (.org, .edu, .gov)</li> </ul>	<ul style="list-style-type: none"> <li>That textbooks and/or teachers are the authority on the historical record.</li> <li>That textbooks and teachers have biases on what they include and do not include and the manner in which people, places and events are portrayed.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	

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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.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>Evaluating the strength of a source to support a claim</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>9-12.C.5.4 Demonstrate the ability to make informed decisions through the use of multiple, credible sources</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> <li>D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		

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- Before using a source students are tasked with the following historical thinking questions:
  - Who wrote this?
  - What is the author’s perspective?
  - Why was it written?
  - When was it written?
  - Where was it written?
  - Is this source reliable? Why? Why not?
- Compare multiple sources of the same event, identifying what is probable by comparing documents, noting inconsistencies in the sources.
- Compare accounts of an event from textbook versions from different countries.

### ***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.

<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>● Students utilize a variety of sources on current events through the lens of reasoning questions:                             <ul style="list-style-type: none"> <li>○ Who’s behind the information?</li> <li>○ What’s the evidence?</li> <li>○ What do other sources say?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students learn why the source of information is so important and practice analyzing information based on who created it.</li> </ul>