

Grade 3 through 5 History Standards

Perspectives

- 1 Explain why individuals and groups during the same historical period differed in their perspectives.** [SS.3-5.21.1](#)
 - 3 By the end of 3: Reflect upon why individuals and groups in Alaska differ in their perspectives of events in the state's history. [SS.3.1.21.1](#)
 - 4 By the end of 4: Recognize the multiple individual and group perspectives relating to important or major events in history. [SS.4.1.21.1](#)
 - 5 By the end of 5: Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history. [SS.5.1.21.1](#)

 - 2 Explain connections among historical contexts and people's perspectives at the time.** [SS.3-5.21.2](#)
 - 3 By the end of 3: Explain how the events of Alaska history contributed to the differing perspectives of Indigenous and non-Indigenous peoples. [SS.3.2.21.1](#)
 - 4 By the end of 4: Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups. [SS.4.2.21.1](#)
 - 5 By the end of 5: Analyze connections among historical context and people's perspectives in the American colonies. [SS.5.2.21.1](#)

 - 3 Describe how people's perspectives shaped the historical sources they created.** [SS.3-5.21.3](#)
 - 3 By the end of 3: Describe how people's perspectives shaped the historical sources they created in Alaska. [SS.3.3.21.1](#)
 - 4 By the end of 4: Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created. [SS.4.3.21.1](#)
 - 5 By the end of 5: Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States. [SS.5.3.21.1](#)
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Historical Sources and Evidence SS.3-5.22

1 Summarize how different kinds of historical sources are used to explain events in the past. SS.3-5.22.1

- 3 By the end of 3: Use a variety of primary and secondary sources to explain significant historical events in Alaska. SS.3.1.22.1
 - 4 By the end of 4: Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States. SS.4.1.22.1
 - 5 By the end of 5: Comparing and contrasting a variety of primary and secondary sources, analyze significant historical events in the United States. SS.5.1.22.1
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2 Compare information provided by different historical sources about the past. SS.3-5.22.2

- 3 By the end of 3: Gather information from multiple historical sources about major events in Alaska's history. SS.3.2.22.1
 - 4 By the end of 4: Gather different kinds of historical sources and summarize how they are used to explain events in the past. SS.4.2.22.1
 - 5 By the end of 5: Gather and compare information provided by different historical sources about early American history. SS.5.2.22.1
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3 Generate questions about multiple historical sources and their relationships to particular historical events and developments. SS.3-5.22.3

- 3 By the end of 3: Generate questions about multiple historical sources surrounding a single historical event or development in Alaska's history. SS.3.3.22.1
 - 4 By the end of 4: Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history. SS.4.3.22.1
 - 5 By the end of 5: Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history. SS.5.3.22.1
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4 Infer the intended audience and purpose of a historical source from information within the source itself. SS.3-5.22.4

- 3 By the end of 3: Describe the purpose of an Alaska historical document. SS.3.4.22.1
- 4 By the end of 4: Infer the intended audience of a historical source. SS.4.4.22.1
- 5 By the end of 5: Using an early American historical source, infer the audience and purpose of the document. SS.5.4.22.1

5 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic. [SS.3-5.22.5](#)

- 3 By the end of 3: Identify the maker, date, and place of origin of sources about a historical topic. [SS.3.5.22.1](#)
 - 4 By the end of 4: Use information about the maker, date, and place of origin of a source to determine whether a source is useful for studying a particular historical topic. [SS.4.5.22.1](#)
 - 5 By the end of 5: Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular historical topic. [SS.5.5.22.1](#)
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Change, Continuity, and Context [SS.3-5.23](#)

1 Create and use a chronological sequence of related events to compare developments that happened at the same time. [SS.3-5.23.1](#)

- 3 By the end of 3: Create timelines to show how events of Alaska history can be organized into time periods/eras. [SS.3.1.23.1](#)
 - 4 By the end of 4: Use a timeline or other representation of related events to compare developments that happened at the same time. [SS.4.1.23.1](#)
 - 5 By the end of 5: Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history. [SS.5.1.23.1](#)
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2 Compare life in specific historical time periods to life today. [SS.3-5.23.2](#)

- 3 By the end of 3: Explain how life in various eras of Alaska history compares to life today. [SS.3.2.23.1](#)
 - 4 By the end of 4: Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States. [SS.4.2.23.1](#)
 - 5 By the end of 5: Analyze life in early American time periods as it compares to life today. [SS.5.2.23.1](#)
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3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. [SS.3-5.23.3](#)

- 3 By the end of 3: Generate questions about individuals and groups who have shaped Alaska history. [SS.3.3.23.1](#)
 - 4 By the end of 4: Generate questions about individuals and groups who have shaped history across the United States. [SS.4.3.23.1](#)
 - 5 By the end of 5: Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history. [SS.5.3.23.1](#)
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Historical Thinking SS.3-5.24

1 Explain probable causes and effects of events and developments. SS.3-5.24.1

- 3 By the end of 3: Identify and describe probable causes and effects of events and developments in Alaska history. SS.3.1.24.1
 - 4 By the end of 4: Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska. SS.4.1.24.1
 - 5 By the end of 5: Analyze and explain probable causes and effects of events and developments in early American history. SS.5.1.24.1
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2 Use evidence to develop a claim about the past. SS.3-5.24.2

- 3 By the end of 3: Identify and gather relevant evidence in support of a claim about an event in Alaska history. SS.3.2.24.1
 - 4 By the end of 4: Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have shaped the history of Alaska and the United States. SS.4.2.24.1
 - 5 By the end of 5: Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history. SS.5.2.24.1
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3 Summarize the central claim in a secondary work of history. SS.3-5.24.3

- 3 By the end of 3: [standard not addressed at this grade]
 - 4 By the end of 4: [standard not addressed at this grade]
 - 5 By the end of 5: Summarize the central claim in a secondary work of early American history. SS.5.3.24.1
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Alaskan History SS.3-5.25

1 Explore Alaska's past and connect it to the present. SS.3-5.25.1

- 3 By the end of 3: Explore the cultures of Alaska, including why and how Indigenous and non-Indigenous groups first came to Alaska. SS.3.1.25.1
- 4 By the end of 4: Explain how national and global events impact Alaska, both in the past and present. SS.4.1.25.1
- 5 By the end of 5: Explore inequality throughout the history of Alaska and its connection to current issues. SS.5.1.25.1