



Secondary Social Studies

Vertical Alignment of Key Skills and Strategies

includes skills and strategies for student success in Advanced Placement courses and examinations



Houston Independent School District

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Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: www.houstonisd.org

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Secondary Social Studies Team



Angela Miller

Manager

amiller2@houstonisd.org

Montra Rogers

Curriculum Specialist

mrogersw@houstonisd.org

Dr Keith Yost

Director of Secondary Curriculum, Instruction and Assessment

khall8@houstonisd.org

Kim Hall

Curriculum and Instruction Officer

khall8@houstonisd.org

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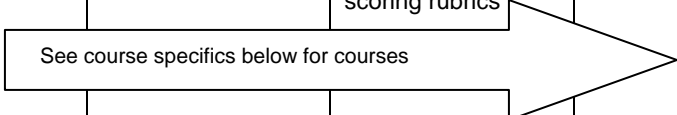
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Social Studies PreAP/AP Writing Scope & Sequence

Type of Writing	World Cultures Grade 6	Texas History Grade 7	US History to 1877 Grade 8	World Geography AP Human Geo	AP World	AP US History	AP Gov/AP Eco AP Psych/AP Euro	
Informal Writing – This type of writing is based on the premise that students learn to write by WRITING and that the process is a learned skill. One clear goal of informal writing is to increase student confidence and success as a writer. All suggestions in the developmental scope/sequence are MINIMUM requirements. Primary and Secondary Source documents may include text, photos, art work, songs, cartoons, graphs, charts, maps, etc.								
Document Analysis/Writing	Analyze 1 document at a time each week with a structured writing prompt	Analyze 1 document at a time each week with a structured writing prompt	Analyze 2 documents at a time each 2 weeks with a structured writing prompt By second semester have students write without the prompt	Analyze 2 – 3 documents at a time each 2 weeks				
3 – 5 Minute Quick Write [IDs] IDs can be used as a Check for Understanding, an Exit Ticket or any other way that allows students to write about information already learned. It is NOT appropriate for a pre-assessment.	3 – 5 each six weeks with modeling using a narrative prompt appropriate to the content of the lesson. Independent by the second semester	7 - 8 each six weeks using a narrative prompt appropriate to the content of the lesson.	9 – 10 each six weeks using a narrative prompt appropriate to the content of the lesson. By the end of the second semester begin to introduce a question prompt rather than a narrative on some IDs.	9 – 12 each six weeks using both narrative and question prompts with content appropriate to the lesson. At least half of the IDs should have a document prompt by second semester.	9 – 12 each six weeks using both narrative and question prompts with content appropriate to the lesson. At least half of the IDs should have a document prompt.	9 – 12 each six weeks using both narrative and question prompts with content appropriate to the lesson. At least half of the IDs should have a document prompt.	9 – 12 each six weeks using both narrative and question prompts with content appropriate to the lesson. At least half of the IDs should have a document prompt.	
15 – 20 minute Planned Writes**	Model 3 per semester [particularly the planning stage] and work toward 1 independent Planned Write by the end of 2 nd semester. Each Planned Write addresses content appropriate for the lesson.	Model the first Planned Write and then have students produce 1 Independent Planned Write each semester. Each Planned Write addresses content appropriate for the lesson.	Model the first Planned Write and then have students produce 2 Independent Planned Writes each semester. Each Planned Write addresses content appropriate for the lesson.	3 Independent Planned Writes per semester in PreAP World Geography Studies 2 Independent Planned Writes per semester in AP Human Geography [Note: The number of formal writing prompts increases]	2 Independent Planned Writes per semester in AP World History [Note: The number of formal writing prompts increases and is more course specific]	2 Independent Planned Writes per semester in AP US History [Note: The number of formal writing prompts increases and is more course specific]	2 Independent Planned Writes per semester in AP Courses listed in this column [Note: The number of formal writing prompts increases and is more course specific]	
<ul style="list-style-type: none"> Possible products for Document Analysis Writing include the following: SOAPS{Tone}; APPARTS; OPTICS; Yes/No_But analysis; Comparisons; Frame of Reference/Context analysis; Spectrum Analysis; Connections – Linking Past to Present analysis. See the <i>Social Studies Strategies Matrix</i> for further explanations of each of these products. 3 – 5 Minute Quick Writes should be kept in an <i>Intellectual Diary</i> [ID] to create a portfolio of student writing. The IDs are content based and begin with an appropriate prompt which may or may not include a visual or text reference. See the <i>Social Studies Strategies Matrix</i> for further instructions on how to conduct ID writing. 15 Minute Planned Writes include a prompt but students use 3 – 5 minutes to plan their writing with the use of a concept cluster organizer or an outline. That <i>thinking</i> phase is then followed by a 10 – 12 minute writing time with the goal being a strong paragraph or slightly longer writing sample. Rubrics for evaluation of the ID and Planned Writing Samples are found in the HISD Online Curriculum in the Rubrics folder within the Supporting Documents. 								

Social Studies PreAP/AP Writing Scope & Sequence

Type of Writing	World Cultures Grade 6	Texas History Grade 7	US History to 1877 Grade 8	World Geography AP Human Geo	AP World	AP US History	AP Gov/AP Eco AP Psych/AP Euro
<p>Formal Writing – This type of writing is more in-depth and requires greater time and effort. The informal writing suggestions above help develop the skills necessary to prepare students for success in this type of writing. The various types of essays are often specific to unique AP Courses. The skills and formal writing suggested in this Scope and Sequence help prepare students for all types of writing. There is also an understanding that the content for both the Informal and Formal writing should be course specific and increase in depth and complexity in the progression of grade levels/courses. The continuum of skills below by grade level will help develop students’ ability to achieve success on the high school AP exams. THESE ARE TIMED WRITINGS OF APPROXIMATELY 35 – 45 MINUTES.</p>							
<p>Argumentative Essay</p> <p>The various types of argumentative essays are described below along with suggestions for developing that particular style of writing. Use a variety of these styles as you work particularly with middle school students.</p>	<p>Based on a prompt students will learn through modeling to Make an assertion; Write a topic sentence; Identify supporting details.</p> <p>By 2nd semester they should be able to successfully do this independently.</p>	<p>Teacher guides thesis/assertion development as a class using a question prompt.</p> <p>Students organize and develop one well-written paragraph containing a topic sentence and supporting details in first semester and perhaps extend writing to 2 – 3 paragraphs by second semester.</p> <p>Vary the types of essays based on the information below</p>	<p>Students develop thesis/assertion statements from a question prompt independently.</p> <p>Students write ONE well organized 3 -5 paragraph essays with supporting details and a conclusion per semester. 1st semester working as a class to develop an outline; independently by 2nd semester.</p> <p>Vary the types of essays based on the information below</p>	<p>Pre-AP World Geography classes should continue to reinforce writing styles similar to the suggestions for generic argumentative essays and reinforce styles of writing necessary for success in AP World and APUSH.</p>	<p>Standard essays often fall into two categories: Analytical and Persuasive.</p> <p>Both include: Introduction with a strong thesis [assertion] with a claim and point of view; Supporting facts and details; Rebuttal evidence and a Conclusion.</p> <p>Use College Board Guidelines and scoring rubrics</p>	<p>Use the College Board guidelines and scoring rubrics for this type of thematic essay in AP European courses.</p>	<p style="text-align: center;">See course specifics below for courses</p> 
Cause/Effect Essay	Use text/visuals and teach the use of Cause and Effect Graphic organizers Informal writing explaining this relationship.	Use cause and effect organizers and help students use this information to write thesis/assertion statements	Provide writing structure to develop a 4 paragraph essay with an intro, 2 paragraphs [causes and effects] and a conclusion.	Writing using cause and effect diagrams and facts to prove a hypothesis.			
Comparative Essay	Use Venn Diagrams and charts to develop comparisons and write a thesis statement	Use Venn Diagrams and charts to develop comparisons and write a paragraph with a strong thesis statement	Use charts/other strategies to develop comparisons Work toward a 5 paragraph essay: introduction with thesis [assertion]; 3 body paragraphs and a conclusion.	Use multi-celled charts or thematic comparisons. Independently write one 5 paragraph essay introduction with thesis [assertion]; 3 body paragraphs and a conclusion.	Use College Board Course guidelines for writing and evaluating a Comparative Essay.		

Social Studies PreAP/AP Writing Scope & Sequence

Type of Writing	World Cultures Grade 6	Texas History Grade 7	US History to 1877 Grade 8	World Geography AP Human Geo	AP World	AP US History	AP Gov/AP Eco AP Psych/AP Euro
Continuity and Change Over Time Essay	Learn the meaning of the terms continuity and change over time and teach students to interpret timelines and verbally interpret continuity and change over time trends	Continue to interpret timelines and interpret continuity and change over time trends using informal writing formats.	Use timelines as a source for interpreting continuity and change over time trends and writing 3 – 5 paragraph essays.	Use themes such as urbanization, industrialization, demographic shifts, or environmental to develop essays with thesis [assertions] and supporting details.	Use College Board Course guidelines for writing and evaluating a Continuity and Change over Time Essay.		
Free Response Scientific Style Writing [appropriate for the AP Human Geography and other AP courses based on course guidelines]	Define terms in student words	Writing to a presented topic using a <i>Big Picture Question</i> [Essential Question] and supporting details in bulleted form.	Writing to a presented topic using a <i>Big Picture Question</i> [Essential Question] and supporting details in bulleted form.	Scientific proof writing using College Board guidelines and scoring rubrics for AP Human Geography Free Response questions. One per semester.			Scientific proof writing using College Board guidelines and rubrics for the Free Response Questions in the appropriate course. One per semester. [Does not apply to AP European History courses]
DBQ Essay Using multiple documents to develop an essay based on the question.	See informal writing guidelines above.	See informal writing guidelines above	By the end of 2 nd semester have students analyze 4 – 5 documents and write an essay using the documents to form a thesis and answer the question.	1 DBQ Essay per semester using 4 – 6 documents	1 DBQ essay per semester using the College Board guidelines and scoring rubric for AP World History	1 DBQ essay per semester using the College Board guidelines and scoring rubric for AP US History	1 DBQ essay per semester using the College Board guidelines and scoring rubric for AP European History [other courses in this column do not have DBQ questions as part of their AP exams.]
Frequency	1 DBQ and one other structured essay by the end of 8 th Grade; High School courses should have 2 formal writing samples per semester.						
Evaluation/Scoring	Modified Rubric based on College Board guidelines	Modified Rubric based on College Board guidelines	Modified Rubric based on College Board guidelines	College Board Rubrics appropriate to the AP course.	College Board Rubrics appropriate to the AP course.	College Board Rubrics appropriate to the AP course.	College Board Rubrics appropriate to the AP course.
<ul style="list-style-type: none"> The types of argumentative essays differ depending on the AP course requirements. In Middle School the goal is to help students master basic writing skills that will help them be successful. Many of these are analysis skills. Much of the writing at the middle school level will continue to be informal with an emphasis on varying the IDs and Planned Writes to reflect cause and effect, comparisons, change over time, and scientific style writing. In most AP courses there is a DBQ Essay and two <i>free response</i> essays that students must write from information they know [as opposed to gathering information from a series of documents]. AP Human Geography, AP Gov't, AP Economics and AP Psychology have no DBQ essays. Writing in these courses more closely reflects the Scientific Style Essay. In ALL writing both formal and informal it is critical to teach students to carefully read the question and answer ALL parts of that question. 							

Social Studies PreAP/AP Skills and Strategies Matrix

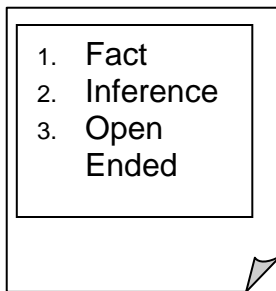
Strategy	World Cultures Grade 6	Texas History Grade 7	US History to 1877 Grade 8	World Geography AP Human Geo	AP World	AP US History	AP Gov/AP Eco AP Psych/AP Euro
Inquiry Skills: Students learn to pose and answer questions							
Three Levels of Questioning			X	X	X	X	X
Dialectical Journal Two-Column [Cornell] Notes]	X *	X *	X	X	X	X	X
Verb Word Wall Question Starters	X	X	X				
Ask Questions/ Make Inferences	X	X	X	X	X	X	X
Essential Questions/ Big Picture Question	X	X	X	X	X	X	X
Interpret information from Primary and Secondary Sources: Students learn to access and interpret information from a variety of primary and secondary sources.							
SOAPStone	X *	X *	X				
APPARTS			X *	X *	X	X	X
OPTICS	X *	X	X	X	X	X	X
Dialectical Journal Two-Column [Cornell] Notes]	X *	X *	X	X	X	X	X
4 Cs Strategy: Context, Choices, Course [of action] Consequences			X *	X	X	X	X
Sentence Frames	X	X	X				
History Frame	X *	X *	X	X	X	X	X
Half-Page Solutions		X *	X *	X	X	X	X
Somebody Want[ed]...But So...	X *	X	X	X	X	X	X
TODALSIG [maps]	X *	X	X	Independent scan	Independent scan	Independent scan	Independent scan
Analyze Data from Written and Visual Sources: Students will use data including maps, graphs, charts, visuals, and other sources to draw conclusions and make comparisons.							
SOAPS	X *	X *	X				
APPARTS			X *	X	X	X	X
OPTICS [can be used for maps]	X *	X *	X	X	X	X	X
ESPN	X *	X	X	X	X	X	X
SPRITES/PERSIA	X *			X	X		
Graphic Organizers	X – see attached	X – see attached	X – see attached	X – see attached	X – see attached	X – see attached	X – see attached
Matrices/Charts	Categories given	Categories given	Categories given	Create categories	Create categories	Create categories	Create categories
Sensory Figures	X	X	X		X	X	
Concept Cards			X	X	X	X	X
Apply and Present Information: Students will create written, visual, and oral products related to information. Present and use rubrics as guidelines for evaluation.							
RAFT	X	X	X	X	X	X	X
Spectrums		X	X	X	X	X	X
Yes/No...But							
Inner/Outer Circle/ Graded Discussion	2 nd semester	X	X	X	X	X	X
Socratic Seminar			X	X	X	X	X
Intellectual Diary	X	X	X	X	X	X	X
Sketch Maps	X	When appropriate	When appropriate	X	When appropriate	When appropriate	When appropriate
Timelines/Change Over Time	Interpret, predict	Interpret, predict	Interpret, create	create, compare	Change over time	create, interpret	create, interpret

* = with prompts

Social Studies PreAP/AP Skills and Strategies Matrix

Inquiry Skills: *Students learn to pose and answer questions*

Three Levels of Questioning

- 
1. Fact
 2. Inference
 3. Open Ended

Students design three levels of questions based on a primary or secondary source reading. These Levels include the following:

Level One: These questions can be answered by facts or information stated *explicitly* in the source text.

Level Two: These questions are answered through analysis and interpretation of the source. The answers are not stated explicitly in the text, but are rather implied by the text.

Level Three: These questions are open-ended and go beyond the text. The structure of the question itself would not require an individual to have read the text. However, students should use evidence from the text to respond to a Level Three question. These questions should provoke a discussion of an abstract idea, theme, or issue.

1. What are some Level One questions you might ask based on your reading of the source?
2. What are some Level Two questions you might ask based on your reading of the source?
3. What are some Level Three questions you might ask based on your reading of the source?
4. What is the main idea of this source and why is it important to read it?


Dialectical Journal Two-Column [Cornell] Notes

[See explanations of these strategies below in the Interpreting Information section.]

Social Studies PreAP/AP Skills and Strategies Matrix

<p style="text-align: center;">Verb Word Wall Question Starters</p> <p style="text-align: center;">Knowledge Comprehension Application Analysis Synthesis Evaluation</p> <p style="text-align: center;">What? When? Where? Who? How? So What?</p> <p style="text-align: center;">Can you recall? How would you rephrase? What would result if? What is the relationship between? Can you predict the outcome? What would you cite to defend the actions? How would you prioritize?</p>	<p>Verb Wall: The verbs below correlate with the six levels of thinking in Bloom’s Taxonomy. Posting these verbs in a prominent place in the classroom attunes students to the difference between lower-and higher-level tasks and helps raise the level of classroom discussion. This in turn develops habits of mind central to advanced critical thinking.</p> <p>Level I. Knowledge know, define, memorize, repeat, record, list, recall, name, relate, collect, label, specify, cite, enumerate, tell, recount</p> <p>Level II. Comprehension restate, summarize, discuss, describe, recognize, explain, express, identify, locate, report, retell, review, translate</p> <p>Level III. Application exhibit, solve, interview, simulate, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, calculate, show, experiment</p> <p>Level IV. Analysis interpret, analyze, differentiate, compare, contrast, scrutinize, categorize, probe, investigate, discover, inquire, detect, classify, arrange, group, organize, examine, survey, dissect, inventory, question, test, distinguish, diagram, inspect</p> <p>Level V. Synthesis compose, plan, propose, produce, invent, develop, design, formulate, arrange, assemble, construct, set up, prepare, imagine, hypothesize, incorporate, generalize, originate, predict, contrive, concoct, systematize</p> <p>Level VI. Evaluation judge, decide, appraise, evaluate, rate, compare, value, revise, conclude, select, assess, measure, estimate, infer, deduce, score, predict, choose, recommend, determine</p> <p>Question Wall: To move students to a higher level of thinking, the instructor should model higher-level questioning and should give students the opportunity to practice these questioning techniques themselves. As a reference for themselves and for students, instructors may consider creating a Question Wall on which they post selected questions. As the entire class becomes familiar with and practices using the questions, students will begin to demonstrate greater depth of thinking with increased confidence and frequency.</p>
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Social Studies PreAP/AP Skills and Strategies Matrix

<p>Ask Questions/Make Inferences</p> <p>???</p> <p>I think...because...</p>	<p>Design a series of based on reading/interpreting a given document or visual. From the questions and reading/interpretations, students make inferences, draw conclusions, and find supporting facts/details to support thinking.</p> <ol style="list-style-type: none">1. What information in the source “catches your attention”?2. What questions can you pose [construct] that will help you make meaning from this source? What questions can you pose that address what this document “makes you wonder about”?3. What inferences and conclusions can be drawn from the questions you asked and the document itself?4. What evidence is there in the source to support your inferences and/or conclusions?
<p>Essential Questions/ Big Picture Question</p> 	<p>This strategy helps Pre-AP/AP students deal with the increased reading and volume of detail that they are expected to master. In more challenging courses, students must read effectively and efficiently, connecting their reading to previous learning, and building a framework to accommodate future knowledge. The “Big Picture Question” (BPQ) assists in these tasks by focusing ideas on a primary issue, most important concept, or reason for covering a particular unit of study. Good BPQ’s are broad, open ended, and allow for interpretation. For example, a BPQ may ask: “After analysis of documents and other resource materials related to the War of 1812, what events and facts signified that the U.S. gained a sense of nationalism from the war?”</p> <p>As students read assignments, record major facts, and discuss issues in class, they can form an answer to the BPQ. The process gives students direction as they begin to develop thesis statements for essay writing. When this technique is first introduced, the teacher may provide the BPQ. As students become more skilled, they should develop their own questions to focus study. Essential Questions are located in the Horizontal Alignment Planning Guides (HAPGs) of the HISD Curriculum for each grade level/course. EQs are organized by lesson and unit.</p>

Social Studies PreAP/AP Skills and Strategies Matrix

Interpret information from Primary and Secondary Sources: *Students learn to access and interpret information from a variety of primary and secondary sources. This skill also includes skills such as summarization, making inferences and drawing conclusions, determining the validity and reliability of source materials, and interpreting how context and frame of reference influence the source.*

SOAPStone

SOAPStone: What is the...

Subject/ Speaker?
Occasion?
Audience?
Purpose?
Summary of the text?
So What?
Tone?

SOAPStone can be used as an introductory strategy for primary source analysis and interpretation. This strategy can be used to analyze text, political cartoons, photos or almost any other primary source for comparing, determining context and frame of reference and narrative writing.

The elements include the following:

Subject/ Speaker? Who or what delivers the message of the passage? What is the subject of the document?

(This may not always be the author.)

Occasion? Where and when was the passage produced?

What was happening there at that time?

Audience? For whom was the document produced?

Purpose? Why was the document produced?

Summary of the text? So What? What is the main idea of the document? Why this document is important/What important idea does it convey?

Tone? What feeling or attitude does the document express?

Using the following guided writing helps students interpret and describe information:

The speaker is ___ who ___, and the occasion is (was) ___ which occurs in the larger occasion of ___. Because the audience is (was) ___, the tone is ___, as illustrated by ___, and the purpose is (was) ___ on the subject of ___.

Social Studies PreAP/AP Skills and Strategies Matrix

<p>APPARTS</p> <p>Author Place and Time Prior Knowledge Audience Reason The Main Idea Significance</p>	<p>This strategy is used to analyze many types of primary source documents, including political cartoons, letters, news articles, essays, and graphs. Students should be exposed to a variety of primary source types to develop skills in analyzing and using pertinent information.</p> <p>Used with other methods of analyzing primary sources, APPARTS helps students respond effectively to “agree/disagree” statements and other essay topics. It is a building block for creating thesis statements, developing arguments with plausible support, and analyzing frame of reference/bias. APPARTS helps prepare students for the Document-based Question (DBQ) Essays on Advanced Placement exams. Not all parts of APPARTS are equal for every document. It is important for students to learn to decide which of the first five categories [APPARTS] are critical for understanding a document. The last two parts (<i>The Main Idea</i> and <i>Significance</i>) are the ones that can never be omitted.</p> <p>Author - Who created the source? What is his/her point of view? Place and Time -Where and when was the source produced? What effect might this have on the source and/or the information? Prior Knowledge - What do you already know that would help you understanding this source better? Audience - For whom was the source created? Does this affect the reliability of the source? Reason - Why was this source produced? The Main Idea - What is the most important point/message that the source tries to give? Significance - Why is this source important? How does this source help answer the ‘so what’ question?</p> <p>Note: For those campuses using AVID strategies, this is similar to “Marking the Text: Social Science”, p. 58 and Chapter 10: Summarizing Text, pgs. 133-140, 146-1521 in <i>Critical Reading: Deep Reading Strategies</i></p>
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Social Studies PreAP/AP Skills and Strategies Matrix

<p style="text-align: center;">OPTICS</p> <p>OPTICS: What... Objects/Overview People/Parts Title AND Time period Inferences Conclusions Symbols/Summarize/So What?</p>	<p>OPTICS is an organized approach for teaching students how to read visual or graphic text closely. The five letters in the word OPTICS provide a mnemonic device to remember the five key elements in analyzing visuals. OPTICS can be used with any visual or graphic text, including photographs, diagrams, charts, fine art and maps. For photos and artwork, it is sometimes helpful to divide the visual into quadrants and analyze each quadrant individually.</p> <p>The Elements include the following: What...</p> <p>Objects are in the visual? Overall impression does the visual present? People are in the cartoon/photo/painting/poster? Parts are in the graph/map/chart? Predictions can one make based on the trends or data represented in the graph or map? Title (if included) AND Time period does the visual represent? Inferences can you draw based on this source? Conclusions can you draw based on this source? Symbols are present [in cartoons or graphs...]; how can you Summarize the main idea? So What – Why is this source important – What important information does it contain?</p>		
<p style="text-align: center;">Dialectical Journal</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <table border="1" style="border-collapse: collapse;"> <tr> <td style="padding: 5px;">Paraphrase</td> <td style="padding: 5px;">Response</td> </tr> </table> </div>	Paraphrase	Response	<p>Dialectical Journal: This is a double-entry journal that provides a “paper trail” of students’ thoughts as they read text. In this journal, students essentially have a dialogue with their reading material. In the left column, students briefly paraphrase an idea from the text. In the right column, students write their response to the idea. Responses could include stating and defending an opinion, posing and explaining a question, or connecting the text’s content to other people, events, literature, or ideas. For more information, see: Berthoff, A.E. (1982). <i>Forming, thinking, writing: The composing imagination</i>. Boynton/Cook: Portsmouth, NH.</p> <p>Note: For those campuses using AVID strategies, this is similar to the Reflective Response Journal and Writing in the Margins-Making Connections, p. 87 in <i>Critical Reading</i>.</p>
Paraphrase	Response		

Social Studies PreAP/AP Skills and Strategies Matrix

<p style="text-align: center;">Cornell Notes</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <table style="border-collapse: collapse; width: 100%;"> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center; vertical-align: middle;">R e c o r d</td> <td style="padding: 5px; text-align: center;">Notes</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px; text-align: center;">Summary</td> </tr> </table> </div>	R e c o r d	Notes				Summary	<p>Cornell Note-Taking: This is a useful tool for students as they begin to read textbooks, primary and secondary resource materials, and any other assigned reading where specific content information should be gathered and organized for future use. For more information, see Pauk, W. (2000). <i>How to study in college</i> (7th ed.). Houghton Mifflin Company: Boston.</p> <p>Note: This strategy is identified as the two-column notetaking strategy in the HISD Literacy Strategy initiative. See Curriculum documents for further explanation of this strategy.</p>
R e c o r d	Notes						
	Summary						
<p style="text-align: center;">4 Cs Strategy:</p> <p style="text-align: center;">Context Choices Course Consequences</p>	<p>Four Cs Strategy is particularly helpful when teaching students to interpret text and determine the text's frame of reference/point of view.</p> <p>The elements include the following: Context – What was the context of the times, the situation, or the event? Choices – What choices did the participants have at that time? Course – What decision did the participants make? [What course did they take?] Consequences – What were the consequences [results] of the decision?</p> <p>Note: For campuses using AVID, this is similar to “Historical and Rhetorical Contexts”, pg. 24 in <i>Critical Reading</i></p>						
<p style="text-align: center;">Sentence Frames</p>	<p>Providing sentence frames and sentence starters help students interpret and write summaries. They provide guidelines for struggling writers, and they help students build confidence. Some examples include the following:</p> <p><i>If _____ then _____ because _____.</i> <i>_____ caused _____ which then led to _____.</i> <i>_____ is similar to _____ because _____ but is different from _____ because _____.</i> <i>When comparing _____ to _____ one notices certain similarities which include _____.</i> <i>One also notices significant differences which include _____.</i></p>						

Social Studies PreAP/AP Skills and Strategies Matrix

History Frame

HISTORY FRAME	
TITLE OF EVENT:	PARTICIPANTS OR PLAYERS:
PROBLEM OR GOAL:	WHERE DID THIS OCCUR? WHEN DID THIS HAPPEN:
KEY EPISODES OF EVENTS:	RESOLUTION OR OUTCOME:
	THEME OR LESSON: SO WHAT?

History Frames are useful summarization strategies for interpreting text and/or an important event in history.

The elements of this strategy include the following:

- Title or Name of the Event
- Important Participants/Key Players in the event
- Where did this event occur? When did it happen?
- Problem [What was wrong?] or Goal [What did they want?]
- Key episodes or stages of the event?
- Resolution – How did this all turn out?
- Theme or Lesson Learned – So What...Why did this matter in history?

Half-Page Solutions

Reading Notes	Class Notes

Half-Page Solutions: As students read assignments of greater length and depth, they need to focus on efficient notetaking and content processing. This strategy assists students in gathering information from a secondary source such as a textbook assignment and merging it with class discussion or lecture.

Students fold a sheet of paper in half, placing “Notes from Reading” and “Notes from Class” as headings of the two resulting columns. On the left side of the page, students take selective notes indicating only the most significant information from a text or other reading assignment.

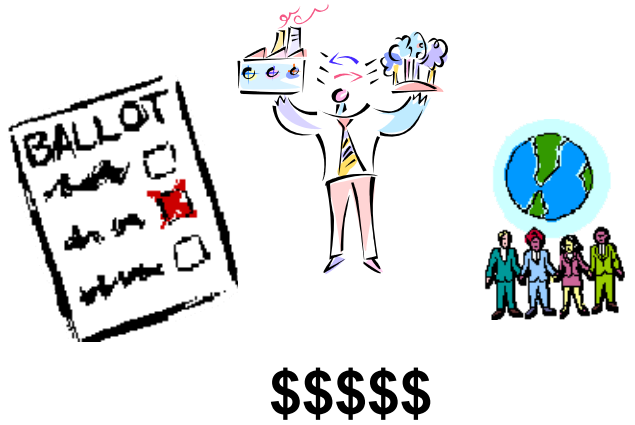
As the instructor facilitates class discussion, the students decide what information not previously recorded should be added and include this information in their own words on the right side. This technique helps the student learn to take a large quantity information and synthesize it for future use.

Social Studies PreAP/AP Skills and Strategies Matrix

<p>Somebody Want[ed]...But So...</p>	<p>This is a summarization strategy that also helps students review point of view and to some degree cause and effect.</p> <p>Examples include the following: Somebody Wanted...But ...So... summarization strategy: The <u>Patriots in Boston</u> wanted _____ but the <u>British</u> wanted _____ SO _____.</p> <p>The <u>British Army at Lexington/Concord</u> wanted _____ but the <u>Patriot militia</u> wanted _____ so _____.</p> <p>This is one of the HISD Literacy Strategies and is highlighted in HISD Social Studies Curriculum documents.</p>
<p style="text-align: center;">TODALSIG [maps]</p> <p style="text-align: center;">TODALSIG acronym:</p> <p>T – title O – orientation [compass rose] D – date A – author L – legend/key including scale S – scale and surrounding places I – insets/index when present G – grid system [alpha-numeric; latitude/longitude]</p>	<p>TODALSIG is an acronym to help students specifically learn to look carefully at all parts of a map in order to interpret the data found on the map. This strategy should be carefully introduced and used with prompts from the teacher and then used more and more independently as students progress through the grades.</p> <p>The elements include the following: T – Title: What is the title of the map(s)? O – Orientation [compass rose]: Where is north on the map? D – Date: When was the map drawn/published? How might this affect the interpretation? A – Author: Who created the map? Why might this make a difference? L – Legend/key including scale: What do the symbols on the map represent? S – scale and surrounding places: What is the scale of the map? Why might that make a difference? What surrounding places are indicated on the map? How does this help with interpretation? I – insets/index when present: Are there insets or an index on this map? What do they help you understand? G – grid system [alpha-numeric; latitude/longitude]: What (if any) is the grid system? How does it help with locating specific places?</p>

Social Studies PreAP/AP Skills and Strategies Matrix

Analyze Data from Written and Visual Sources: *Students will use data including maps, graphs, charts, visuals, and other sources to analyze data and draw conclusions about the significance of the data. This skill set includes examining similarities and differences, making predictions, comparing and contrasting, describing change over time, and analyzing other relationships and connections.*

SOAPS	See explanation above
APPARTS	See explanation above
OPTICS	See explanation above
<p>ESPN</p>  <p>Economic Factors Social/Cultural Factors Political Factors eNvironmental Factors</p>	<p>ESPN is a categorization and classification strategy that helps students analyze and interpret documents and information.</p> <p style="text-align: center;">ESPN [Economic, Social, Political and eNvironmental] Factors</p> <p>Economic Factors relate to \$, taxes, industry, agriculture, jobs, availability of resources, ways people organize for production, distribution and consumption of key goods/services, and so on; how people answer the economic questions of <i>What to produce? How to produce? and For whom to produce?</i></p> <p>Social/Cultural Factors relate to cultural aspects of groups such as language, religion, leisure activity, customs, traditions, food, clothing; these also relate to population density, immigration, cultural diversity, lifestyle, leisure time, traditional roles within society, the impact of cultural customs and traditions and so on.</p> <p>Political Factors relate to the functions and procedures of government, laws, and elected officials; political aspects of a situation; factors that often deal with the topic of power and control: Who has it? How did they get it? Who wants it? How will that individual/group achieve various levels of influence and power?</p> <p>eNvironmental Factors relate to the physical environment and/or geographical setting that impacts people in a given region or the outcome of an historical event; these factors also include how the physical geography affects resource distribution, political power, social/cultural factors; it may also include conservation and the changing aspects of resource management.</p>

Social Studies PreAP/AP Skills and Strategies Matrix

SPRITES/PERSIA/PIRATES

SPRITES	PERSIA	PIRATES
S etting	P olitical	P olitics
P olitics	E conomic	I nnovation/Ideas
R eligion	R eligious	R eligion
I nnovation/Ideas	S ocial	A rtistic
T echnology	I ntellectual	T echnology
E conomics	A rtistic	E conomics
S ocial/Cultural		S ocial/Cultural

SPRITES/PERSIA/PIRATES are all organizational acronyms to help students classify and categorize information about a place in time, a country or a region. It is particularly helpful in World Cultures, World Geography Studies, AP Human Geography, and AP World History.

The categories and organizing questions include the following:

Setting – Where is this place?

Politics – What is the government?

Religion – What is/are the dominant religious practices?

Innovations/Ideas – What contributions [including arts and music] has this group made to our lives?

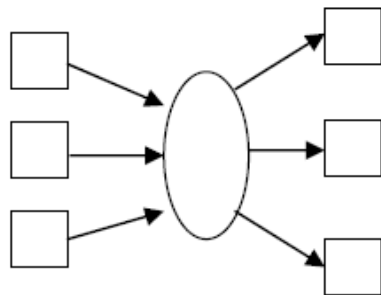
Technology – What tools or inventions have they contributed?

Economics – What is the economic system? What jobs do people here do?

Social (Society) – What is the social structure? What are customs and traditions?

The questions are the same for PERSIA and for PIRATES; the letters are just in a different order. The HISD Curriculum documents use the acronym SPRITES, but any configuration is acceptable. These acronyms [along with ESPN] can also be used to help students compare two or more bodies of information, countries, regions, and so on.

Graphic Organizers



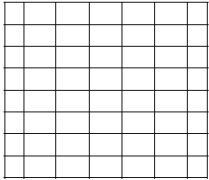
Cause-Effect

Graphic Organizers: Using graphic organizers, students can categorize and organize information that they read in a meaningful format that is useful for analysis. Teachers can use these visual tools for explanations and review. Teachers and students can create their own or use blank structures found in most textbooks to show cause-effect, compare-contrast, sequencing, whole-part, and other concepts. Examples of graphic organizers might include T-charts, KWL charts, concept clusters, double-bubble organizers, flow charts and diagrams, and numerous other examples.

Many different types of graphic organizers are included and explained in the Social Studies Curriculum documents, in the HISD Literacy Strategies, as well as in the work of Marzano.

Social Studies PreAP/AP Skills and Strategies Matrix

Matrices/Charts



Matrix: At the Pre-AP/AP level, students should develop their own matrices using recognized social studies categories (e.g., PERSIA, *ESPN*). Choosing a title for the matrix, composing a thematic statement, and creating categories to synthesize the information being gathered are all important parts of the matrix assignment. As students progress, teachers should place more responsibility for these tasks on the student. At all levels, students need not fill in every box in the matrix, but should include pertinent details; quality of detail, not quantity, is the goal of this technique.

Sensory Figures



Sensory Figure Analysis helps students identify with events, persons, and situations in history or in another geographic setting. It is a useful strategy to explore point of view and frame of reference. It can be used with a specific primary or secondary source document/visual or students can use sensory figure analysis to place themselves in history/geography and respond based on what they think/know a person at that time and place would be experiencing.

Sensory Figure Analysis can also be used to compare points of view on an event or situation. For instance, students could create sensory figures to represent British Military and Patriots during the Battles of Lexington or Concord; Texians fighting at the Alamo and Mexican soldiers on the attack [or during the siege]; and so on.

Elements of the strategy include:

1. Draw a stick figure of a person or trace/cut out an actual person's body on butcher paper.
2. Name the figure based on the text or visual [primary or secondary].
3. On one side of the head write words or phrases that describe what the person might be thinking.
4. On the other side of the head write what that person might be seeing.
5. Near the hands write what that person might be doing.
6. Near the torso/heart write what that person might be feeling.
7. At the bottom write one or two sentences that summarizes this person's perspective on the topic or setting.

Social Studies PreAP/AP Skills and Strategies Matrix

Concept Cards

<p>Concept</p> <p>Definition</p> <p>Example</p> <p>Historical significance</p> <p>Importance of the concept</p>
--

Concept Cards: Using note cards, students can identify a concept and use major issues, characters, and events as examples of that concept in a particular time period or based on a particular topic. This strategy helps students create links between seemingly individual events and people. It helps them determine the significance and impact of a particular event/person and leads to an understanding of conceptual themes in history and other social studies disciplines. This method allows student practice in gathering, summarizing, comparing, contrasting, and analyzing information regarding a person, time period, or issue.

Elements of the strategy include:

1. Name and define the concept
2. Give a specific example of that concept from the events and individuals being studied.
3. Explain why that person or event is important and why he/she/it exemplifies the concept
4. State the general significance or overall importance of the concept [perhaps using contemporary and other examples from history or geography].


Example:

1. *Concept: absolutism – referring to rule by a person who exhibits complete power over all aspects [ESPN] of his country, region, or group.*
2. *Louis XIV*
3. *This king ruled France and controlled all of the finances, almost bankrupting the country spending money on wars with foreign nations. He set social standards for the court at Versailles and all of the nobles of the country. He ruled through divine right and called himself the Sun King meaning that the world revolved around him and France.*
4. *Absolutism is still present today in the leaders of North Korea and to a lesser extent Iran. Castro in Cuba has ruled with absolute power for over 50 years.*

Note: Key Concepts are listed for each Learning Focus in each six weeks for every required Secondary Social Studies course. These Key Concepts are found in the HAPGs in the online HISD Curriculum.

Social Studies PreAP/AP Skills and Strategies Matrix

Apply and Present Information: *Students will create written, visual, and oral products related to information.*

<p style="text-align: center;">RAFT</p>  <p>Role Audience Format Topic</p>	<p>RAFT writing is a form of narrative, descriptive or persuasive writing which can be used as a way for students to express their understanding of a theme, topic, event, individual or issue in social studies. Elements of the RAFT writing include the following:</p> <p>Role of the writer – Who are you as a writer? Audience – To whom are you writing? Format – What form with this writing take? Is it a speech, a letter, an advertisement, or a poem? Topic + strong verb – What is the purpose of the writing – persuasive, informative, narrative descriptive?</p> <p>RAFT writing suggestions are included throughout the HISD Social Studies HAPGs for all required grades/courses.</p>
<p style="text-align: center;">Spectrums</p> <p style="text-align: center;">Political Spectrums</p> <p style="text-align: center;">Agree/Disagree Spectrums</p> <p style="text-align: center;">Taking a Stand in History</p> <p style="text-align: center;">Four Corners [representing four specific opinions or perspectives]</p>	<p>Spectrum products can be written or verbal. They can be completed on paper or by having students physically move to a particular point on a spectrum representing opposite views, or several individual viewpoints on an issue, event, or a quote or text. Students should be able to defend their own point of view and position on the spectrum with specific factual information. For scaffolding in the lower grades, teachers can assign students a particular position to defend, or they can provide sentence starters to facilitate writing.</p> <p>All of these strategies are similar in that the teacher/students identify two totally opposing viewpoints or individuals and put these opposing factors on opposite ends of a spectrum [or opposite corners of the classroom]. Have students place themselves [virtually on paper or physically by <i>taking a stand</i>] at the point on the spectrum with which they most agree and then defend [in writing or orally] why they took that stance, using supporting details and information.</p> <p>The Agree/Disagree strategy is similar except that students are given a quote or statement to which they respond by deciding to what degree they agree/disagree and defending that position. Four corners is similar, except there are four viewpoints/events stated and the student moves [on paper or physically] to the one that he/she believes best represents or illustrates the concept or situation. Again, the critical part of all of these strategies is not where the student puts him or herself but how specifically he/she defends his/her stance.</p>

Social Studies PreAP/AP Skills and Strategies Matrix

Yes/No...But

Looking at Both Sides of an Issue Yes/no...But	
Title of Document:	
Assertion:	
Yes/no	But

Yes/No...But strategy is a structured way for students to analyze and describe in writing two sides of an issue presented in a document or a series of documents. It is an important strategy that prepares students for writing argumentative essays and DBQ essays. It allows students to organize information from a document or to sort a series of documents into a manageable form that aids in formal or informal writing.

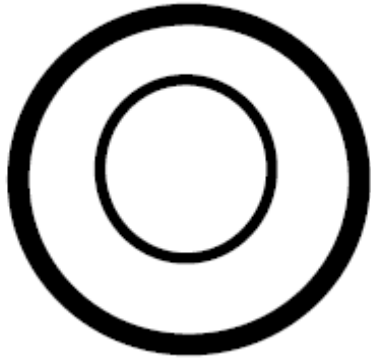
The elements of the strategy include the following:

1. Interpreting and analyzing one or more documents based on a prompt or big picture question.
2. Forming an assertion/thesis statement related to the document(s).
3. In the Yes/No column the student circles either Yes or No depending on the position he/she is taking on their assertion.
4. In that column the student then lists information or documents that support (or refute) the assertion he/she created, citing specific evidence from the document. [or in the case of multiple documents citing the number/letter of the document and why he/she put it in that column.
5. In the But column the student lists information that refutes the assertion and offers rebuttal arguments or information that runs counter to the assertion/thesis.

For campuses using AVID, this is similar to “Charting the Text: Microstructure, p. 107-111.

Social Studies PreAP/AP Skills and Strategies Matrix

Inner/Outer Circle/ Graded Discussion



Inner/Outer Circle/Graded Discussion: This technique can be used to develop students' understanding of concepts while practicing higher-level questioning. This method gives students the responsibility for running a structured classroom discussion. To prepare for the activity, the teacher assigns a discussion-worthy reading or uses information from the class. Students write three to five critical thinking questions related to the assigned reading or topic. As the activity begins, the inner circle discusses and answers questions posed by the outer circle, while the outer circle listens, takes notes, and poses prepared questions. Roles then reverse. The teacher is a non-participating observer.

Graded Discussion is a similar strategy and includes a rubric for scoring the discussion. Guidelines for the Graded Discussion and the scoring rubric can be found in the Online Social Studies Curriculum in the Social Studies Strategies folder in Supporting Documents.


Prior to using this discussion strategy, the teacher should instruct students in writing higher-order questions that go beyond simple knowledge-based and comprehension questions to one requiring greater application, analysis, synthesis, and evaluation. See section one of the Skills/Strategies Matrix for strategies related to inquiry, as well as posing/answering good questions.

Socratic Seminar



Socratic Seminar: Socratic seminars typically consist of 50-80 minute periods. In groups of 25 or fewer, students prepare for the seminar by reading a common text (e.g., a novel, poem, essay, or document) or viewing a work of art. The teacher poses questions, requiring students to evaluate options and make decisions. In Socratic seminars, students must respond with a variety of thoughtful explanations: they must give evidence, make generalizations, and tell how the information is represented for them. In other words, they must engage in active learning. When they develop knowledge, understanding, and ethical attitudes and behaviors, they are more apt to retain these attributes than if they had received them passively. This is a lengthier and more difficult form of discussion and requires modeling. It is most appropriate for high school students.

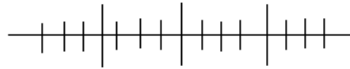
Social Studies PreAP/AP Skills and Strategies Matrix

<p style="text-align: center;">Intellectual Diary</p> <p style="text-align: center;">A method for frequent Quick Writes Using a Prompt</p> <p style="text-align: center;">See the Social Studies Writing Matrix</p>	<p>The Intellectual Diary [ID] is a strategy that supports informal writing. It is based on the premise that students LEARN to write by writing. To accomplish this skill, students should write frequently and their writing should focus on short writing assignments that develop writing skills over time and isolate problem areas to be addressed.</p> <p>The Intellectual Diary [ID]</p> <ul style="list-style-type: none">• Serves as a journal/portfolio of content-based writing assignments.• Makes writing a part of the curriculum• Helps build student confidence and success with writing• Develops analytical thinking by asking students to make an assertion and defend that assertion with supporting details [based on content just studied at the time of the assignment] <p>See the separate handout on the mechanics of creating and maintaining the Intellectual Diary [ID].</p>
<p style="text-align: center;">Sketch Maps</p> 	<p>Sketch Maps: This strategy is useful to help students see global patterns, make comparisons within and between societies, and develop a spatial perspective (where and why things are) that will give them a mental map of the world. Maps are important tools for geographers. Sketching one's own map can be a valuable study aid, giving the student a better grasp of where places are located. Students can and should study maps in a book or atlas; however, they may study these maps for hours and still not know where places are. If someone draws his/her own map based on what he/she sees in a book it often generates greater understanding. Sketch maps are not and should not be visually identical to the map being sketched; rather, they should focus on relationships between and among places and basic shapes. Real-world uses for maps may include sketching a quick map or diagram to give someone directions or to illustrate a point in a discussion. Drawing one's own maps creates a critical written expression of a student's understanding of spatial relationships.</p>

Social Studies PreAP/AP Skills and Strategies Matrix

Timelines/Change Over Time

Date/Date/Date/Date



Event/Event/Event/Event

Timeline: Timelines provide concise visual images of a period of history with key years and events marked on a simple line or other graphic. Emphasize the concepts of continuity and change over time as students learn to interpret timelines. As students begin to produce their own timelines, the teacher can assess how they are progressing at prioritizing and sequencing information. When creating timelines, students should provide significant events as well as an explanation of why each event was designated.

Guidelines to interpret and write about change over time include the following: How did this start? What changed in a given time period? What stayed the same [continuity]? What factors led to the change?

Templates for creating illustrated timelines and a rubric for evaluating timelines can be found in the supporting documents of the HISD Online Social Studies Curriculum.

Writing Tips for Social Studies Classrooms

Reasons to teach Writing in social studies:

1. Writing is a fundamental skill in all curricula.
2. Social studies classes provide numerous opportunities for students to create and defend content based assertions.
3. Writing is the center of what students should gain from education – the ability to think analytically and express ideas clearly.

Guiding principles of *The Write Stuff* by Jim Smith

1. Write often.
2. Use short assignments to isolate problems and develop skills one at a time.

The secret to writing well is practice-actually writing. The more you write, the better writer you will become.
Scott Edelstein (writer and consultant)

Quick Write/Intellectual Diary

1. require students to purchase a notebook to be kept in the classroom.
2. student will reserve the first page as a place for the teacher to record grades.
3. the second page will be for the rubric.

The First Assignment – what the teacher should tell the students.

1. Why? Learning to write well means writing often. You cannot develop into a good writer by listening to me.
2. Purpose of quick write/intellectual diary – approach each assignment as an opportunity to become a better writer.
3. Writing is a good way to discover and clarify your thoughts.
4. Rules: Keep your pen moving during the assignment – even if you are writing that you don't know what to say. You must keep your pen moving until the time is up. Don't let anxiety or perfectionism stop you from putting ideas on paper. Don't correct any mistakes while you write – if need be, you can correct those later. If your mind goes blank – write “ I don't know what I think” or “My mind just went blank”. An idea will eventually come to you as long as you keep your pen moving.

Grading- (This can and should be adapted to your own students/courses) When giving comments – make suggestions to build confidence. Give students a reason to keep trying and writing:

- a. What about this...
- b. I love this. Could you tell me more?
- c. I'm not sure I understand. Could you explain more?

Writing Tips for Social Studies Classrooms

Adhere to a rubric that students know and understand before they start writing and that builds writing stamina and confidence. The following is a Sample Rubric for Quick Writes/Intellectual Diary entries OR longer Planned Writes:

9 - 10	Contains considerable specific, accurate, and relevant information to support the thesis. Demonstrates an understanding of historical terms and events that shows sophistication and an awareness of the complexities of studying history.
7 – 8	contains some specific, accurate, and relevant information to support the thesis; Demonstrates an adequate understanding of historical terms and events.
5 – 6	Contains some specific and relevant information to support thesis. Demonstrates an understanding of historical terms and events.
3 – 4	Contains little specific, accurate and relevant information to support the thesis. Too many generalizations. Demonstrates inadequate understanding of historical terms and events.
1 – 2	Contains little or no specific or relevant information to support the thesis. Too many generalizations. Demonstrates an inadequate understanding of historical terms and events.
0	blank or not turned in
Translated into grades: 7-10 = A (90-100); 5-6 = B (80-89); 1-4 = C (75-79)	

OPTIONAL GRADING SYSTEM

Assign each student a number from 1 to 4 or 5. Have a student (or you) roll a dice AFTER the writing assignment. Whatever number comes up is the group you grade. If it is a 5 it is teacher's choice and if it is a 6 it is grade none or all, whichever. Note each group has a TOTAL of 30 pts. See a sample of how this grading system might work illustrated below:

	Date	points	date	points	date	points	date	points
#1	8/25	10	9/7	10			9/18	10
#2	8/26	10					9/20	20
#3			9/8	20	9/10	10		
#4					9/12	30		

Writing Tips for Social Studies Classrooms

Note that grammar and style are NOT part of the Quick Write/Intellectual Diary rubric! Even so, social studies teachers have a professional responsibility to help students understand the rules of grammar. Rather than throwing a long list of grammatical rules at students, look for the most glaring mistakes and help students fix those first. **FIX ONE PROBLEM AT A TIME!**

Return to your list of “Things that bug me about students writing” and pick one. At the top of every writing assignment page, have students write the grammar or style rule and go over it with them. You cannot add a new rule until you think the vast majority of students have mastered the last one. Keep reminding students **BEFORE** they write of the rule(s).

Sample List of Grammar Rules for Social Studies

1. Produce a readable copy.
2. Avoid using first person. (writing “I think” is unnecessary and is filler)
3. Use historical past tense when writing about events. When referring to a textbook, use present tense. (“Lincoln stated...” “The textbook states...”)
4. Use possessive case apostrophes. (Kennedy’s speech)
5. Usually, avoid abbreviations. (using standard abbreviations like U.S. or D.C. is ok)
6. Usually avoid contractions.
7. Place quotation marks after the period at the end of a sentence. (“I have a dream.”)
8. Be aware of unnecessary words and rhetorical statements. (“Who knows what the world would be like...”)
9. Write a famous person’s full name (not “George was president”)
10. Write a lot as two words – if you absolutely must use it.

Creating Writing Prompts

Writing prompts should require students to do the following:

- Make an assertion. Take a stand.
- Defend it with relevant, specific, and accurate information. (CDs)
- Explain why their information supports their assertion (CMs)
- Destroy counter arguments (this is an AP skill)

Prompts work best when they are framed.

- a. Provide the students with an incomplete sentence: The main reason the U.S. could not win the Vietnam war was...
- b. Give the students an either/or option: The Industrial Revolution of the late 1800s did/did not create a need for government regulation of big business.

Writing prompts should be on the board or posted at the beginning of class. What the students are to write about should never be a mystery. Call these prompts “The big questions”. Students know that what they are learning that day will enable them to write their intellectual diary or a longer planned write.

Understanding Formal Writing Prompts

Writing Tips for Social Studies Classrooms

Adapted from *Timed Writing Practice: Comparative Essay* developed by Chris Peek at Bellaire High School, Houston

Successful social studies essays have an underlying shared core structure. This core plays an essential role in a student's ability to construct a logical argument. This core consists of a thesis, supporting paragraphs and a conclusion. The following steps help guide students through the process of understanding the formal writing prompt.

1. Determine the task: *What are you being asked to do?*

Examples of possible task words which often appear in essay prompts

Analyze:

The process of separating the parts of a given topic into its component parts in order to examine each part in detail and to reach a conclusion or determine the relationship of the parts to the whole topic.

Argue:

The process of presenting a case for and/or against a particular proposition

Assess

The process of determining the importance or validity of a topic/statement/idea; to judge the worth of something through examination

Compare:

The process of examining a given topic(s) for the purpose of determining similarities AND differences

Contrast:

The process of showing points of difference between two or more topics/events/ideas

Discuss:

The process of examining a subject closely to present arguments for and against in order to reach a conclusion; to present in detail for examination in order to reach a conclusion

Evaluate:

The process of making a judgment about the worth or value of something based on evidence and stated including one's opinion

Interpret:

The process of explaining the meaning of something in clear, explicit terms

Justify:

The process of proving something to be right or valid in order to absolve from possible guilt

2. Determine the parameters of the prompt: *What dates, places, people, ideas, and/or events are mentioned specifically?*

3. Identify the key terms: *What key words such as economics, nationalism, and/or gender are included in the prompt?*

Writing Tips for Social Studies Classrooms

- ❖ Use a RED pen to identify and underline the task words in the prompt.
- ❖ Use a BLUE pen to identify and BOX the parameters of the prompt
- ❖ Use a GREEN pen to identify and CIRCLE the key terms in the prompt.

PRACTICE WITH PROMPTS:

1. Compare and contrast the political and economic policies of Joseph Stalin in the period before WW II and those of Mikhail Gorbachev from 1985-1991.
2. “Leadership determines the fate of the country.” Evaluate this quote in terms of Spain’s experience under Phillip II and England’s experience under Elizabeth I.
3. Discuss three developments that enabled Great Britain to achieve a dominant economic position between 1700 and 1830 while France stagnated.
4. Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France from 1600-1715 and Spain from 1492-1800.
5. Assess the validity of the following statement: “Developments in transportation, rather than in manufacturing and agriculture, sparked American economic growth in the first half of the nineteenth century.”
6. In what ways did ideas and values held by Puritans influence the political, economic, and social development of the New England colonies from 1630 through the 1660s?
7. Choose TWO of the following organizations and explain their strategies for advancing the interests of workers. To what extent were these organizations successful in achieving their objectives? Confine your answer to the period from 1875 to 1925.
 - a. Knights of Labor
 - b. American Federation of Labor
 - c. Socialist Party of America
 - d. Industrial Workers of the World
8. What were the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Dwight D. Eisenhower address these fears?
9. Describe and account for the rise of nativism in American society from 1900 to 1930.
10. Analyze the factors that contributed to the instability of the Weimar Republic in the period 1918–1933.
11. Analyze the various effects of the expansion of the Atlantic trade on the economy of Western Europe in the period circa 1450–1700.

Writing Tips for Social Studies Classrooms

Formal Writing in the Social Studies The Basic “Chunk” Strategy

	General Essays	Document-based Essays
assertion <i>*make a point*</i>	An assertion is like a mini-thesis statement. This is where you make a point that ties back to your major thesis statement. Your assertion is the basic point you are about to elaborate upon in the sentences that follow.	
evidence <i>*back it up*</i>	For general essays, your evidence is a specific example of what you just wrote in your assertion. For example, if you wrote that Japan is more democratic than China in your assertion, your evidence is a specific fact that shows how Japan is more democratic. You might write about a specific feature in Japan’s government. This is where you need to use as many PPETs [people, places, events, and terms as possible] .	For document-based essays, your evidence is a specific piece of text (or piece of an image) that illustrates your assertion. If writing about a textual document, do not simply write a quotation here. Rather, embed the quotation in a sentence that also identifies the author and context.
analysis <i>*why it matters*</i>	For general essays, your analysis is where you explain WHY your evidence proves your point. You should also try to explain WHY the historical fact came to be in the first place. For example, if you mention that Japan has open elections but China does not, this is where you should identify the historical processes that lead to these differences.	For document-based essays, your analysis is an explanation of why your selected quotation proves your point. You may also use analysis to examine the point of view of the document.

Example

To what extent is America an equal society?	While the U.S. Constitution provides legal equality to all Americans, economic differences continue to make America an unequal society. The top two percent of the nation owns over half of the wealth. This difference in wealth means that while Americans enjoy political equality, the poorest Americans might not even have access to food and shelter. This can hinder a person’s fundamental right to pursue happiness.
Compare pre-Columbian Aztec economy with that of the early Inca.	Both the Aztec and Inca engaged in agriculture, though they had to modify their environment in different ways in order to grow crops. The Aztec built chinampas on water, while the Inca built terraces alongside mountains in order to grow crops. As such, geography had a profound influence on both societies’ economies. The relatively arid, flat land among the Aztec meant that they needed to build land on water, while the Inca lived among mountains—an otherwise difficult place to grow crops without the innovation of terrace farming.