Instructions for using Social Studies Skills Task Cards

The Social Studies skills task cards were created for use with Social Studies content readings. The majority of the questions are taken from the Language Arts task cards, but were edited for specific use with Social Studies content. The goal of the task cards is to allow the teacher to infuse the Social Studies curriculum with FCAT preparation. The cards and appropriate questions should be selected based on the area the teacher wishes to target. For example, if the school improvement plan is targeting an increase in the reporting category of *Informational Text*, the teacher should focus on questions from those cards. The task cards can be used with primary source documents, works of historical fiction, textbook readings, current events articles or other appropriate readings and documents.

The task cards can be implemented by printing and laminating one set for the teacher and/or additional sets for student use. A teacher may select one card, specific questions or a single question, depending on the length of the reading. The task question(s) can be written on a whiteboard, PowerPoint slide or any other method which allows all students to view the question(s).

Directions for creating durable cards:

1. Print Social Studies task cards on colored paper preferably red and blue to distinguish the edited task cards from the Language Arts task cards.
2. Print desired numbers of copies on the colored paper. It may be advantageous to print Group 1 in red, Group 2 in blue, etc. to make it easier for the teacher and student to find the desired question. (Each group represents a page of social studies task cards).
3. Copies should be laminated, if possible. Most Media Centers have laminating machines.
4. After copies have been laminated, they should be trimmed with scissors or a paper cutter and assembled using wire ring for ease of use. (Suggested but not required).

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- SUPPORTING A POSITION
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- RECOGNIZING BIAS

Group 2:

- PROBLEM SOLVING
- GEOGRAPHIC LITERACY
- DECISION MAKING
- IDENTIFYING FRAME OF REFERENCE AND POINT OF VIEW

Group 3:

- SEQUENCING
- USING RELIABLIE INFORMASTION
- EDITORIAL CARTOON ANALYSIS

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- SAT-10 INFORMATIONAL

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Grade 5 *ONLY*

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Social Studies Skills Task Cards Group 1

- •ANALYSIS GRAPHIC DATA AND IMAGES
- •SUPPORTING A POSITION
- •ANALYZING PRIMARY AND SECONDARY SOURCES
- •RECOGNIZING BIAS

SOCIAL STUDIES TASK CARD
Task: Analyzing Graphic Data and Images

Analyzing a Graph
Basic steps:
1. Read the title.
2. Read the labels and the legend, if any.
3. Look for similarities, differences, increases or decreases.
4. Make a general statement about what the graph shows.

Questions:
- What is the title of the graph?
- What do the labels or legend show?
- What type of graph is this? (bar, circle, line)
- What similarities or differences are shown on the graph?
- What increases or decreases are shown on the graph?
- What is the graph measuring or showing?

Analyzing Images
Basic Steps:
1. Ask who or what the image is showing.
2. Ask when and where the scene takes place.
3. Ask what general feeling you get from the image.
4. Ask who created the image and why.

Questions:
- What is the caption of the image?
- Is the image a painting, photograph, poster, cartoon or sculpture?
- When and/or where does the scene take place?
- What details stand out in the image?
- What people, places or things do you recognize in the image?
- What mood (happiness, sadness, fear, patriotism, etc.) do you get from the image?
- Who created this image?
- Why was this image created?

SOCIAL STUDIES TASK CARD
Task: Supporting a Position

Basic steps:
1. Support your position clearly in a sentence.
2. Identify at least three reasons.
   - Think of what will best persuade your audience.
   - Think of reasons for your side or against the other side.
3. Support each reason with accurate evidence.
4. Put your reasons and supporting evidence in an effective order.
5. Add a conclusion.

Questions:
- What is your position on this issue/article/political candidate, etc.?
- What are three reasons you feel this way?
- What are some arguments you might make if someone disagrees with your position?
- What evidence do you have to support your position?
- How can you best sum up your position in a concluding statement?

SOCIAL STUDIES TASK CARD
Task: Analyzing Primary and Secondary Sources

Basic steps:
1. Identify who created the source, when, and why.
2. Identify the main idea.
3. Separate facts from opinions. What do you learn from each?
4. Look for evidence of bias, or a one-sided view, often expressed in emotionally "charged" words.
5. Evaluate how reliable the source is.

Questions:
- Who created the source?
- When and why was the source created?
- Is this a primary source or a secondary source?
- What is the main idea presented in the source?
- What are some examples of facts presented in the source?
- What are some examples of opinions presented in the source?
- Are there any examples of bias in the source?
- Is this a reliable source? What are the criteria you used to judge whether or not this is a reliable source?

Primary Source: information from someone who actually experienced what is being described. Examples are diaries, letters, autobiographies, photos, paintings, recordings, video tapes, interviews.

Secondary Source: Information from someone who did not experience what is being described. Examples are biographies, history books, articles, textbooks, encyclopedias.

SOCIAL STUDIES TASK CARD
Task: Recognizing Bias
Recognizing Bias

Basic steps:
1. Judge if any facts are incorrect or left out.
2. Look for emotionally charged words that sound good or bad.
3. Identify who expresses the bias and why.
4. State the bias in your words.
5. Determine how the bias affects the information.

Questions:
- Do any of the facts seem incorrect? Was any important information left out?
- What are some examples of emotionally-charged words in the passage/article/story?
- Who expresses bias in the passage/article/story? Why might that individual be biased?
- How might you restate the biased words?
- How does the bias in the passage/article/story affect the information presented?

Recognizing Propaganda
Basic steps:
1. Identify exaggerations or information that is ignored.
2. Identify emotional appeals, such as symbols, "charged" words, or the sense of belonging to a group.
3. Identify who created the propaganda and why.
4. Determine if the propaganda seems effective.

Questions:
- What are some examples of exaggerated information in this document, advertisement, etc.?
- Is there any information that is left out, but should be included?
- What are some examples of the use of emotional appeals?
- Who created this and for what purpose?
- Is this passage/story/article/advertisement/slogan effective?

Bias: a one-sided or slanted view.
Propaganda: the spreading of one-sided information to influence public opinion and action. The propaganda is used in advertising and politics.

Social Studies Skills Task Cards Group 2

- •PROBLEM SOLVING
- •GEOGRAPHIC LITERACY
- •DECISION MAKING
- •IDENTIFYING FRAME OF REFERENCE AND POINT OF VIEW

SOCIAL STUDIES TASK CARD
Task: Problem Solving

Basic steps:
1. Identify the problem
2. Determine the impact or effect of the problem
3. Identify possible solutions to the problem
4. Analyze/Evaluate the effectiveness of a solution

Questions:
- What is or was the problem?
- What is or was the impact or effect of the problem?
- What are or were some possible solutions to the problem?
- What solution is or was suggested and how effective is or was it?

SOCIAL STUDIES TASK CARD
Task: Geographic Literacy

Basic steps:
1. Identify the topic of the map.
2. Identify the symbols used in the legend.
3. Use the grid to find examples of absolute location (latitude and longitude.)
4. Determine the purpose or use for this map.

Questions:
- What type of map is this?
- What does the key or legend show?
- What would this map be used for?
- What are some examples of information you can find on this map?
- What conclusions can you draw from the information on this map?

SOCIAL STUDIES TASK CARD
Task: Decision Making

Basic Steps:
1. Identify the problem.
2. List the options.
3. Evaluate, or judge, each option.
      Identify good and bad points.
      Determine which points are most important.
4. Choose the option that seems best.

Questions:
- What is the problem/decision to be made?
- What options are available?
- What are the good points and bad points of each option?
- Which of these points is the most important?
- Which option is the best?

SOCIAL STUDIES TASK CARD
Task: Identifying Frame of Reference and Point of View

Basic steps:
1. State the topic or issue.
2. Determine the person's position on the topic or issue.
3. Identify what you know about the person's frame of reference.
4. Ask how the person's frame of reference may have influenced his or her beliefs.

Questions:
- What is or was the topic or issue?
- What is or was the person's position on the topic or issue? How do you know what the person's position on the topic or issue is?
- What is or was this person's frame of reference?
- How did this person's frame of reference influence his or her position or beliefs?

Social Studies Skills Task Cards Group 3

- •SEQUENCING
- •USING RELIABLIE INFORMASTION
- •EDITORIAL CARTOON ANALYSIS

SOCIAL STUDIES TASK CARD
Sequencing

Creating a Timeline
Basic steps:
1. Determine the topic and the time span.
2. Identify events that relate to the topic.
3. Place the events in time order, with a date next to each event. In addition to dates, look for "time words" as clues, such as before and later.
4. Make a line that:
   - has a beginning and an end date.
   - is divided into equal sections.
   - has labels identifying each event.

Questions:
- What is the topic and time span to be covered in the timeline?
- What events relate to the topic?
- In what order did the events occur?

Creating a Flowchart
Basic Steps:
1. Give the process a title and identify the main steps.
2. Reword each step briefly.
3. Place the steps in time order.
4. Choose a type of flowchart.
5. Write the steps in flowchart boxes and add the arrows.

SOCIAL STUDIES TASK CARD
Task: Using Reliable Information

Checking Whether a Source is Reliable

Basic steps:
1. Is the information recent enough for your purpose?
2. Is the information accurate? Does it agree with sources you already know are reliable?
3. What are the author's qualifications and methods?
4. Why is the author writing about the subject? Does he or she have a bias, or a one-sided view?

Questions:
- What is the publication date of the source?
- When was this website last updated?
- How does the information presented in this source compare with information you have found in other sources?
- Does the information appear to be accurate?
- What qualifies the author to write this article/ passage/website?
- What method did the author use to gather information?
- Does the author have a motive to write this story/passage/article?
- Does the author give a balanced view?

SOCIAL STUDIES QUESTION TASK CARDS
EDITORIAL CARTOON ANALYSIS

- What is the event or issue that inspired the cartoon?

- Are there any real people or places in the cartoon? If not, what images are portrayed in the cartoon?

- Identify the specific artistic techniques used in the cartoon (i.e., symbolism, analogy, exaggeration, labeling, and irony). What is the artist trying to show the reader by using these techniques?

- What is the cartoonist's point of view about the topic portrayed in the cartoon? Give examples to support your interpretation.

- Is this cartoon persuasive? Explain why or why not.

- What other techniques could the artist have used to make this cartoon more persuasive?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 1 & 2
Group 1

- ☐ SAT-10 FUNCTIONAL

- ☐ SAT-10 INFORMATIONAL

Grades 1 & 2 SAT-10
Social Studies Question Task Cards – Functional

Initial Understanding
Ask a question that requires students to simply locate details or identify chronological order. The answers are right there in the poster, chart, flyer, or recipe.

- Who, what, when, where, how many, or how much?
- According to the _____, what will the children learn?
- What do you do first/last?
- What did <u>he/she</u> do first/last?
- Where did _____ go before/after _____?
- Which _____ was seen first/last?
- Step # ____ tells _____.
- The story tells you that _____.

- solution is or was suggested and how effective is or was it?

Grades 1 & 2 SAT-10
Social Studies Question Task Cards – Functional

Interpretation
Ask a question that requires students to draw conclusions from the information given, apply ideas from text to a new situation, or determine the main idea.
- Who, what, when, where, how many, or how much?
- Why did _____ have_____?
- How did _____ do _____?
- What might be funny? (ha ha)
- Why do you think _____?
- Why should _____?
- About how long will it take to_____?
- What makes _____ _____?
- To make _____ you will need _____.
- Which of these is true?

Grades 1 & 2 SAT-10
Social Studies Question Task Cards – Functional

Critical Analysis and Strategies
Ask a question that requires students to determine the author's purpose/viewpoint, identify text characteristics, or if needed information is within the text.

- The _____ was written mainly to _____.
- Which of these is true?
- What does the author want you to know?

Grades 1 & 2 SAT-10
Social Studies Question Task Cards – Informational

Initial Understanding
Ask a question that requires students to simply locate explicit details and chronological order that are right there in the expository text.

- Who, what, when, where, how many, or how much?
- What does the story say about _____?
- The story says that _____.
- Which of these happened first/last?
- Which of these happened only once?
- What happened _____?
- At the end of the story, _____?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 1 & 2
Group 2

- ☐ SAT 10 - INFORMATIONAL

- ☐ SAT 10 - LITERARY

Grades 1 & 2 SAT-10
Social Studies Question Task Cards –
Informational

Interpretation
Ask a question that requires students to make inferences to draw conclusions, determine main idea, or cause/effect relationships.

- Which of these is the best name for this story?
- What is the main idea of the story?
- What is this story about?
- Which of these is true?
- Which of these is true in the story?
- Why does _____have ___?
- What causes _____ to happen?

Grades 1 & 2 SAT-10
Social Studies Question Task Cards –
Informational

Critical Analysis and Strategies (2nd grade only)
Ask a question that requires students to determine the author's purpose/viewpoint and unknown words in context.

- Which of these does the author probably believe?
- The author wrote this story mainly to_____?
- How can you tell that_____?

Grades 1 & 2 SAT-10
Social Studies Question Task Cards -
Literary

Initial Understanding
Ask a question that requires students to locate explicit details and chronological order that are right there in stories, personal narratives, or text.

- Who, what, when, where, how many, or how much?
- What does the story say about _____.?
- The story says that _____.
- Which of these happened first/last?
- Which of these happened only once?
- What happened _____?
- At the end of the story, _____?

Grades 1 & 2 SAT-10
Social Studies Question Task Cards -
Literary

Interpretation
Ask a question that requires students to make inferences in order to draw conclusions, determine main ideas, or cause/effect relationships.

- Which of these is the best name for this story?
- What is the main idea of the story?
- Why does _____have ___?
- _____ probably does _____because _____.
- This story is mostly about_____.
- You can tell that ___ likes _____ because___.
- Who had probably_____?
- How do you know_____?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 3 - 5
Group 1

- VOCABULARY - (LA.3-5.1.6.3, 1.6.7, 1.6.8, 1.6.9)
- AUTHOR'S PURPOSE & PERSPECTIVE - (LA.3-5.1.7.2)
- MAIN IDEA - (LA.3-5.1.7.3)
- CHRONOLOGICAL ORDER - (LA.3-5.1.7.3)

SOCIAL STUDIES QUESTION TASK CARDS
VOCABULARY
(LA.3-5.1.6.3, 1.6.7, 1.6.8, 1.6.9)

<u>Context</u>
- Read this sentence from the passage.
  "_____"
  What does the word _____ mean?

<u>Synonyms/Antonyms</u>
- What word means the SAME as _____?
- Choose the word that means the OPPOSITE of _____.

<u>Affixes/Base Words or *Root Words*</u>
- Which word has the same base word as _____?
- If (*base word*) means _____, what does *base word + affix* mean?
- Based on the prefix and base word what does_____ mean?

<u>Multiple Meaning</u>
- Which sentence below uses the word _____ the same way as the story/article?
- Which sentence uses the word _____ the same as it is used in the sentence above?

<u>Analyze Words in Text</u>
- What feeling does the word _____ create?
- What does the author mean when he/she says _____?
- Why does the author use the word _____ in the sentence above?

SOCIAL STUDIES QUESTION TASK CARDS
AUTHOR'S PURPOSE & PERSPECTIVE
(LA.3-5.1.7.2)

<u>Author's Purpose</u>
- Why does the author most likely write the story/passage?
- What is the author's purpose in writing this article?
- Why did the authors of _____ and _____ write these stories/articles?

<u>Author's Perspective</u>
- What does the author mean when he/she writes _____?
- Which books would the author _____ of most likely read in order to write this article/story?
- With which statement would the author most likely agree?
- Explain what the author thinks is most important about _____.

SOCIAL STUDIES QUESTION TASK CARDS
MAIN IDEA
(LA.3-5.1.7.3)

- What is the MAIN IDEA of this story/passage/article?
- Why do you think this story/article has the title " _____ "?
- What would be another good title for this story?
- Which sentence best tells what the passage is about?
- What is the essential message in the story/article?
- Which sentence from the article tells the author's main message
- What is the primary topic of the article?
- Which sentence gives the best summary?
- Which accomplishment/idea is the most valuable?

SOCIAL STUDIES QUESTION TASK CARDS
CHRONOLOGICAL ORDER
(LA.3-5.1.7.3)

- What happened just BEFORE/AFTER _____?
- What happened first, last, etc. …?
- What happens AFTER _____ but BEFORE_____?
- What happened between _____ and _____?
- What is the first step in _____?
- Retell the events leading up to/following _____.
- Explain the steps for _____ and the reasons why.
- According to the article, what happened first?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 3 - 5
Group 2

- CAUSE & EFFECT - (LA.3-5.1.7.4)
- RELEVANT SUPPORTING DETAILS - (LA.3-5.1.7.3)
- TEXT STRUCTURES/ ORGANIZATIONAL PATTERNS - (LA.3-5.1.7.5)
- THEME/ TOPIC - (LA.3-5.1.7.6)

SOCIAL STUDIES QUESTION TASK CARDS
CAUSE & EFFECT
(LA.3-5.1.7.4)

<u>Cause</u>
- What caused _____ to _____ ?
- What are the events that caused _____ ?
- Why does _____ decide to _____ ?
- _____ probably chooses _____ over _____ because _____.

<u>Effect</u>
- What might happen if _____ ?
- What were the results of *(an event or action)*?
- What effect did _____ have on _____ ?
- What is the effect of _____ ?
- above?

SOCIAL STUDIES QUESTION TASK CARDS
RELEVANT SUPPORTING DETAILS
(LA.3-5.1.7.3)

- Which is a way to improve _____?
- Which detail from the article helps show how _____ ?
- How does _____ support the idea that _____?
- Why does _____ offer to _____?

SOCIAL STUDIES QUESTION TASK CARDS
TEXT STRUCTURES/ ORGANIZATIONAL PATTERNS
(LA.3-5.1.7.5)

*Identify the text structure an author uses and explain how it impacts meaning. (e.g., compare/contrast, cause/effect, chronological order, description)

<u>Text Structure</u>
- What information can be found under the heading _____?
- How does the author help readers BETTER understand _____?
- Explain what the author does to make the information in _____ easier to understand.
- How does the author mostly explain_____?

<u>Organizational Patterns</u>
- The author organized the section _____ to _____.
- Which statement below lets the reader know how the author organized the passage?
- Why did the author begin the article/story with _____?
- At the end of the passage/article/story, why does the author repeat _____?
- Why did the author include the description of ___ in the article/story?

SOCIAL STUDIES QUESTIONS TASK CARDS
THEME/ TOPIC
(LA.3-5.1.7.6)

* Identify themes or topics within a variety of text.

<u>Topic</u>
- What topic is covered in the article/passage?
- What information does the author use to support the main topic of this article/passage?
- Explain the topic of this passage.

<u>Theme</u>
- What is a positive result of _____ in the passage?
- What is the best lesson that can be learned from this passage?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 3 - 5
Group 3

- COMPARE & CONTRAST - (LA.3-5.1.7.7)
- DESCRIPTIVE, IDIOMATIC & FIGURATIVE LANGUAGE - (LA.3-5.2.1.7)
- TEXT FEATURES- In Literary Text - LA.3-5.2.2.1)
- LOCATE /INTERPRET /ORGANIZE INFORMATION & T

SOCIAL STUDIES QUESTION TASK CARDS
COMPARE/ CONTRAST
(LA.3-5.1.7.7)

Compare
- How are_____and _____ ALIKE?
- What are the SIMILARITIES between_____and _____?
- What is the author comparing in the sentence above?
- What do ___ and ___ have in common?
- How is_____both SIMILAR to and DIFFERENT from_____?

Contrast
- How is_____DIFFERENT from_____?
- What is one DIFFERENCE between_____and _____?
- How is_____similar/ dissimilar to _____?
- What are the DIFFERENCES between ____ and ____?
- How is the information in_____DIFFERENT from _____?
- What advantage does _____ have over ____?

SOCIAL STUDIES QUESTION TASK CARDS
DESCRIPTIVE, IDIOMATIC & FIGURATIVE LANGUAGE
(LA.3-5.2.1.7)

Descriptive Language
- What tone does the author create by using the phrase _____?
- Explain how an author creates a mood of _____ . *(weariness/excitement/hopefulness)*

Figurative Language
- How is the author comparing _____ to _____?
- Read the sentence from the passage: "_____" What characteristic applies to _____ and _____?
- What does it mean to _____? (*Interpret an idiom in context*)
- Why did the author begin the story/article with _____?
- At the end of the passage/story/article, why does the author repeat _____?

SOCIAL STUDIES QUESTIONS TASK CARDS
TEXT FEATURES
In Literary Text
(LA.3-5.2.2.1)

- Which sentence from the article/passage/story best describes the illustration on page ___?
- The purpose of the illustration on page ___, is to show the reader____.
- What information are you most likely to find in the section titled _____?
- The illustrations are important to the passage because they _____.

SOCIAL STUDIES QUESTIONS TASK CARDS
LOCATE /INTERPRET /ORGANIZE INFORMATION
& TEXT FEATURES
in Informational Text
(LA.3-5.6.1.1)

Locate/Interpret/Organize Information
- By reading the article and looking at the map, you can tell that____ and _____ are located _____.
- Based on the article, what is the purpose for the _____, _____, and _____ listed in the _____ section?

Text Features
- Under which heading would you MOST LIKELY find information on_____?
- Why are there lines and numbers on the picture of _____?
- How does the footnote for the word _____ help the reader better understand the information in the passage?
- What is the purpose of the check marks used in the section _____?
- What is the purpose of the subheadings listed under _____?
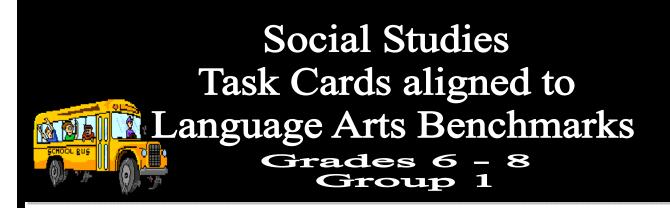- What is the purpose of the illustration at the beginning/end of the article?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grade 5 ONLY

SOCIAL STUDIES QUESTIONS TASK CARDS
VALIDITY & RELIABILITY
(LA.5.6.2.2)
*Grade 5 only

- For what could the information in the article/passage best be used?
- What does the author use to support the information in the article/passage?
- What information from the article supports the conclusion that_____?
- What are the reasons behind the author's opinion that _____?
- According to the information, what is the MOST VALID argument for_____?
- Which statement best supports the idea that _____?
- What is the greatest benefit of _____?
- What evidence supports _____?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 6 - 8
Group 1

- MAIN IDEA - (LA.6-8.1.7.3)

- PATTERNS OF ORGANIZATION- TEXT STRUCTURE-(LA.6-8.1.7.5)

- CHARACTER & PLOT DEVELOPMENT- POINT OF VIEW/SETTING CONFLICT RESOLUTION-(LA.6-8.2.1.2)

- VALIDITY & ACCURACY

SOCIAL STUDIES QUESTION TASK CARDS
MAIN IDEA
(LA.6-8.1.7.3)

MAIN IDEA
- What is the main idea of this article?
- What would be another good title for the article?
- Which accomplishment/idea was most valuable?
- Which sentence gives the best summary?
- What is the primary topic in the article?
- What is the essential message in the article/story?
- What is the central idea of the article?
- What is the main goal of _____?
- If the article were published in a newspaper, which headline best expresses the main idea?
- Based on _____, how does _____think _____was created?

RELEVANT SUPPORTING DETAILS
- Which sentence best characterizes _____'s attitude toward _____?
- How does_____support the idea that _____?
- How can the reader prove the idea that _____is the main idea of this text?
- What events from the passage show that _____ is _____?

CONCLUSIONS/INFERENCES
- Based on the introductory paragraph, what can the reader conclude about _____?
- Read this quotation from _____. " _____ "
  In the quotation above, _____is indicating that _____.

SOCIAL STUDIES QUESTION TASK CARDS
PATTERNS OF ORGANIZATION
TEXT STRUCTURE
(LA.6-8.1.7.5)

ORGANIZATIONAL PATTERNS
- What would an additional paragraph at the end of this passage most likely be about?
- What is the connection between _____in paragraph _____ and _____in paragraph____?
- Why does the author connect the ideas of _____ and ____?
- Why did the author begin this passage by saying _____?
- Why did the author use _____ to develop this text?
- Why did the author conclude this passage by saying "___?"
- What would happen if _____ had been changed to _____?
- What happened after _____?
- How did the author organize the _____paragraph?
- How does the author organize the information in this flyer?
- How does the author's organization of information in the brochure help ____ prepare for _____?
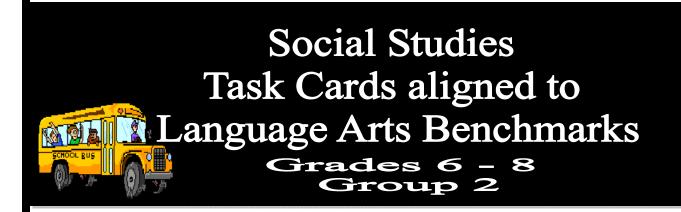
TEXT STRUCTURE
- The section _____is different from the other sections of the website because it _____.
- How has the order in which the author arranged this passage about _____ helped the reader understand ____?

SOCIAL STUDIES QUESTION TASK CARDS
CHARACTER & PLOT DEVELOPMENT
POINT OF VIEW/SETTING
CONFLICT RESOLUTION
(LA.6-8.2.1.2)

CONFLICT
- What is the main conflict in the article/passage?
- When is the central conflict between ____and _____ introduced in the article?

RESOLUTION
- What in the passage indicates that the conflict is resolved?

SOCIAL STUDIES QUESTION TASK CARDS
VALIDITY & ACCURACY OF INFORMATION
(LA.6-8.6.2.2)

- On which facts are the opinions about _____ based?
- What are the reasons behind the author's opinion that _____?
- How does the author use (word, phrase, etc.) to strengthen the opinion/argument that _____?
- According to the information, what is the MOST VALID argument for ?
- Which statement from the article best supports the idea that__?
- Which statement is best supported by information from the article ?
- Which sentence from the flier best supports why _____?
- What is the greatest benefit of_____?
- What evidence supports _____?
- What is the best evidence that _____?
- Which sentence from the brochure best emphasizes _____?
- Based on the information in the article, which is the most accurate statement regarding _____?
- The author supports his/her statements about _____by using _____.
- Which aspect of _____contributes most to _____?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 6 - 8
Group 2

- COMPARE/ CONTRAST- (LA.6-8.1.7.7)

- ANALYZE AND EVALUATE/SYNTHESIZE INFORMATION - (LA.6-8.6.2.2)

- AUTHOR'S PURPOSE/ PERSPECTIVE - (LA.6-8.1.7.2)

- TEXT FEATURES IN INFORMATIONAL/LITERARY TEXT

SOCIAL STUDIES QUESTION TASK CARDS
COMPARE/ CONTRAST
(LA.6-8.1.7.7)

<u>COMPARE</u>
- How are _____ and _____ similar?
- Why does the author compare _____ and_____ in this passage?
- How does the comparison between_____ and_____ help to illustrate _____?
- What do ____ and_____ have in common?
- How is____'s attitude toward_____ like his/her attitude toward _____?
- In what way is_____ an appropriate comparison?
- Which sentence gives the best description of how _____ and _____ deal with _____?
- Read this sentence from the passage.

    "_____"

    Based on the sentence above, in what way is/are _____ similar to ____?
- Explain the similarities between _____ and ____?

<u>CONTRAST</u>
- How are _____ and_____ different?
- What advantage did ____ have over ____ ?
- Why did _____ have more_____ than _____?
- When the passage begins, how is ___'s view different from _____'s?

SOCIAL STUDIES QUESTION TASK CARDS
ANALYZE AND EVALUATE/SYNTHESIZE INFORMATION
(LA.6-8.6.2.2)

<u>ANALYZE AND EVALUATE</u>
- The information in the article/passage would be most useful for _____.
- Explain how the various types of information found in the brochure will guide a reader in _____.
- Which characteristics are used to classify _____ and _____?
- People who read this article/passage will learn to/that _____?

<u>SYNTHESIZE</u>
- Which aspects of the brochure are most helpful for _____?
- Based on all information given, how does each part add to the idea that ____?
- How do ____ and____ suggest the central idea that ____ ?

SOCIAL STUDIES QUESTION TASK CARDS
AUTHOR'S PURPOSE/ PERSPECTIVE
(LA.6-8.1.7.2)

<u>AUTHOR'S PURPOSE</u>
- How does the author persuade the reader to_____?
- What is the author's purpose for saying _____?
- The author wants the reader to think _____ .
- What kind of article did the author write about _____?
- Why does the author describe_____ in _____way?
- Read this excerpt from the passage.

    "_____"

    In the excerpt above, the author lists specific_____ in order to ___.
- What is the author's most likely purpose for writing this article?

<u>AUTHOR'S PERSPECTIVE</u>
- Which statement best describes what the author probably thinks about _____?
- With which statement would the author most likely agree?
- How does the author's experience lead _____ to _____ ?
- What is the author's point of view about _____?
- Which feature would the author value the most?
- What is the author's attitude toward _____?
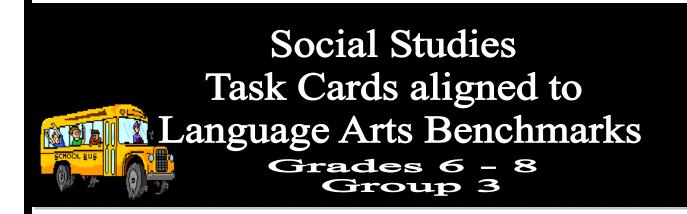- _____ is viewed by the author as _____ .

SOCIAL STUDIES QUESTION TASK CARDS
TEXT FEATURES IN INFORMATIONAL/LITERARY TEXT
(LA.6-8.6.1.1, LA.6-8.2.2.1)

<u>TEXT FEATURES IN INFORMATIONAL TEXT</u>
- Why did the author use subtitles in the passage?
- How does the caption under the photograph help the reader to understand_____?
- How does the photograph of_____ help the reader understand _____?
- How do the photograph(s) and caption(s) help the reader understand_____?
- Explain how the (chart/ map/ diagram/ sub-heading/ caption/ illustration/ graph) aid the reader's understanding.
- Based on the passage, which sentence would best serve as a caption for the illustration on page ___?
- Based on the map and the italicized introduction, what can the reader conclude about ____ and ____?
- Which text features of the website offers the most accurate information about _____?
- The purpose of the brochure's bold-print heading and subheadings is to inform readers about _____.

<u>TEXT FEATURES IN LITERARY TEXT</u>
- The timeline is important to the passage because it _____.
- The author's use of italicized print in the _____ aids the reader's understanding by _____.
- The section _____ is important to the passage because it _____.

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 6 - 8
Group 3

- ▢CAUSE/ EFFECT- (LA.6-8.1.7.4)

- ▢VOCABULARY (LA.6-8.1.6.3, LA.6-8.1.6.7, LA.6-8.1.6.8, LA.6-8.1.6.9, LA.6-8.1.6.11

- ▢DESCRIPTIVE, IDIOMATIC, and FIGURATIVE LANGUAGE (LA.6-8.2.1.7)

SOCIAL STUDIES QUESTION TASK CARDS
CAUSE/ EFFECT
(LA.6-8.1.7.4)

<u>CAUSE</u>
- What caused _____ to _____?
- Why did happen _____ to _____?
- How did the conflict between _____ and _____ begin?
- What is the main reason/cause that _____ happens?
- Which factor forces/influences _____ ?
- Why is _____ a significant event?

<u>EFFECT</u>
- What was the effect of _____ ?
- What were the results of _____?
- What effect did _____ have on _____?

SOCIAL STUDIES QUESTION TASK CARDS
VOCABULARY
(LA.6-8.1.6.3, LA.6-8.1.6.7, LA.6-8.1.6.8, LA.6-8.1.6.9, LA.6-8.1.6.11)
<u>CONTEXT CLUES</u>
- Read the sentence from the passage: "_____." What does the word ____ mean as used in the sentence above?
- In this text, what does _____ mean?

<u>ADVANCED AFFIXES/ROOT WORDS</u>
- The origin of ____ is the root____ , meaning ____.
- What does _____ mean?

<u>WORD RELATIONSHIPS</u>
- Which pair of words from the article are most similar in meaning?
- Which words help the author convey the meaning that _____?
- Which word(s) add to the idea that _____ ?

<u>ANALYZE WORDS IN TEXT</u>
- In this text, what does " _____ " mean?
- What does the author mean by saying, "_____?"
- What does the author imply by saying "_____?"
- Read the quotation from the article: "_____."
  What does the phrase reveal about the author's opinion of the situation?
- Read these lines from the passage: "_____ "
  Which is the best restatement of these lines?

<u>MULTIPLE MEANINGS)</u>
- Read the quotation from the article: "_____ "
  In which sentence does the word have the same meaning as in the quotation above?
- Read the quotation from the passage: " _____ "
  Which sentence below uses _____ in the same way as in the sentence above?

SOCIAL STUDIES QUESTION TASK CARDS
DESCRIPTIVE, IDIOMATIC, and FIGURATIVE LANGUAGE
(LA.6-8.2.1.7)

<u>DESCRIPTIVE LANGUAGE</u>
- What words/phrases create the tone of _____?
- What word best characterizes the overall tone of the passage?
- How does the author's use of descriptive language help _____ know what to expect?

<u>FIGURATIVE LANGUAGE</u>
- Read this line from the passage. "_____"
  What does the speaker mean in this line?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 9 - 12
Group 1

- PRIMARY SOURCE- POINT OF VIEW/ SETTING CONFLICT RESOLUTION TONE (LA.910.2.1.5, LA.910.2.1.7)

- DESCRIPTIVE, IDIOMATIC FIGURATIVE LANGUAGE (LA.910.2.1.7)

- TEXT FEATURES- (LA.910.2.2.1)

- CAUSE/EFFECT

SOCIAL STUDIES QUESTION TASK CARDS
Literary Analysis-Fiction/Nonfiction

PRIMARY SOURCE
POINT OF VIEW/ SETTING
CONFLICT RESOLUTION
TONE
(LA.910.2.1.5, LA.910.2.1.7)

AUTHOR POINT OF VIEW
- How do the author's comments contribute to the development of the document/passage?
- What is the author's opinion of _____?

THEME
- Which statement best describes the author's approach?
- Which sentence from the passage mostly expresses its theme?
- How do the changes in the author's feelings toward ___contribute to the theme?

SOCIAL STUDIES QUESTION TASK CARDS
Literary Analysis-Fiction/Nonfiction

DESCRIPTIVE, IDIOMATIC
FIGURATIVE LANGUAGE
(LA.910.2.1.7)

DESCRIPTIVE LANGUAGE
- What words/phrases create the tone of _____?
- What word best characterizes the overall tone of the passage?
- How does the author's use of descriptive language help the reader know what to expect?

FIGURATIVE LANGUAGE
- Read this line from the passage.
  "_____"
  What does the speaker mean in this line?

SOCIAL STUDIES QUESTION TASK CARDS
Literary Analysis-Fiction/Nonfiction

TEXT FEATURES
(LA.910.2.2.1)

- Why did the author use subheadings in the reading?
- How does the caption under the photograph help the reader to understand_____?
- How does the photograph of_____ help the reader understand _____?
- How do the photograph(s) and caption(s) help the reader understand_____?
- From the pictures and subheadings of the reading, the reader can conclude that _____.
- Based on the reading, which caption would be most appropriate for the picture on page ___?
- Explain how the (chart/ map/ diagram/ sub-heading/ caption/ illustration/ graph) aids the reader's understanding.
- The use of bold-print words throughout the _____ helps the reader to ___.
- Which statement from the reading is best supported by the diagram on page ___?

SOCIAL STUDIES QUESTION TASK CARDS
Reading Application
CAUSE/ EFFECT
(LA.910.1.7.4)

CAUSE
- What caused _____ to _____ ?
- Why did _____ happen to _____ ?
- How did the conflict between _____ and _____ begin?
- What is the main reason/cause that _____ happens?
- Which factor forces/influences _____ ?
- Why is_____ a significant event?

EFFECT
- What was the effect of _____ ?
- What were the results of _____?
What effect did _____ have on _____?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 9 - 12
Group 2

- MAIN IDEA - (LA.910.1.7.3)

- TEXT STRUCTURE/ORGANIZATIONAL PATTERNS - (LA.910.1.7.5)

- COMPARE/ CONTRAST - (LA.910.1.7.7)

- AUTHOR'S PURPOSE & PERSPECTIVE - (LA.910.1.7.2)

SOCIAL STUDIES QUESTION TASK CARDS
Reading Application
MAIN IDEA
(LA.910.1.7.3)

MAIN IDEA
- Which statement best expresses the main idea of the article?
- What is the main idea of this article?
- What would be another good title for the article?
- Based on all the information given, how does each piece contribute to the idea that_____?
- Which sentence gives the best summary?
- What is the primary topic in the article?
- What is the essential message in the article/story?
- What is the central idea of the article?
- What is the main goal of _____ ?

RELEVANT SUPPORTING DETAILS
- In what ways did _____ experience _____?
- According to the article, which (person) helped _____?
- Which sentence best characterizes _____ 's attitude toward _?
- How does _____ support the idea that _____?
- How can the reader prove the idea that _____ is the main idea of this text?

CONCLUSIONS/INFERENCES
- From reading the article, the reader can infer that _____ will _____.

SOCIAL STUDIES QUESTION TASK CARDS
Reading Application
TEXT STRUCTURE/ORGANIZATIONAL PATTERNS
(LA.910.1.7.5)

ORGANIZATIONAL PATTERNS
- Based on the main heading and subheadings, the reader can determine that the main organizational structure of the article is ____.
- How does the author organize the information in the passage to illustrate _____?
- How does the organization of the webpage help visitors find information about _____?
- What is the connection between ___ in paragraph ____and _____ in paragraph ___?
- Why does the author connect the ideas of ___ and _____ ?
- Why did the author begin this passage by saying _____ ?
- Why did the author use _____ to develop this text?
- Why did the author conclude this passage by saying " _____ ?"
- What would happen if _____had been changed to ____ ?
- What happened after _____ ?
- How did the author organize the _____ paragraph?
- How does the author develop the information in this article?

SOCIAL STUDIES QUESTION TASK CARDS
Reading Application
COMPARE/ CONTRAST
(LA.910.1.7.7)

COMPARE
- How are _____ and _____ similar?
- Why does the author compare ____ and ____ in this passage?
- How does the comparison between _____ and ____ help to illustrate _____?
- In what way is _____ an appropriate comparison?
- What do _____ and _____ have in common?
- How is _____ 's attitude toward _____like his/her attitude toward _____ ?

CONTRAST
- How does the author's impression of _____ and _____ change throughout the passage?
- How are _____ and _____ different?
- What advantage did _____ have over _____ ?
- Why did _____ have more _____ than ___ ?

SOCIAL STUDIES QUESTION TASK CARDS
Reading Application
AUTHOR'S PURPOSE & PERSPECTIVE
(LA.910.1.7.2)

AUTHOR'S PURPOSE
- The author uses comparison to _____ .
- What is the most likely reason the author included _____ in the article?
- Explain how the author uses information to persuade readers to _____.
- What is the author's purpose for saying _____ ?
- The author discusses _____ because _____?
- What is the author's purpose for writing this passage?

AUTHOR'S PERSPECTIVE
- What is the author's point of view about _____ ?
- How does the author's experience lead to _____ ?
- What words or phrases create the tone of _____ ?
- The author wants the reader to think _____ .
- With which statement would the author most likely agree?
- What is the author's attitude toward _____?
- Which statement best describes what the author probably thinks about _____ ?

Social Studies
Task Cards aligned to
Language Arts Benchmarks
Grades 9 - 12
Group 3

- SYNTHESIZE INFORMATION- (LA.910.6.2.2)

- ANALYZE & EVALUATE INFORMATION -(LA.910.6.2.2)

- VALIDITY & RELIABILITY OF INFORMATION -(L.A.910.6.2.2)

- TEXT FEATURES - (LA.910.6.1.1)

SOCIAL STUDIES QUESTION TASK CARDS

Informational Text/Research Process

SYNTHESIZE INFORMATION
(LA.910.6.2.2)

- Based on all information given, how does each part add to the idea that _____ ?
- How do_____ and _____ suggest the central idea that _____ ?
- According to the information given (including the chart, graph, photograph caption, etc…) about __ , explain _____?
- People who read this passage will learn that _____ ?
- How does the concept in the article _____relate to the concept in the article _____ ? Use details from ____ each article to support your answer.
- What information supports the conclusion that_____?
- What leads the reader to believe that_____?

SOCIAL STUDIES QUESTION TASK CARDS

Informational Text/Research Process

ANALYZE & EVALUATE INFORMATION
(LA.910.6.2.2)

- Based on all information given, how does each part add to the idea that _____ ?
- The homepage of _____ webpage would be useful for _____.
- Which aspects of _____'s homepage would be most helpful in writing a research report about _____?
- What factors should _____consider when making decisions about____?
- Read this sentence from the passage/article
   "_____"
Explain how the author's own experiences support this idea.

SOCIAL STUDIES QUESTION TASK CARDS

Informational Text/Research Process

VALIDITY & RELIABILITY OF INFORMATION
(L.A.910.6.2.2)

- Which sentence from the article best illustrates the main idea?
- Which sentence from the article best explains why ___ appeals to _____?
- Which statement best indicates that_____?
- What qualifies _____as an expert to provide information about_____?
- According to the information in the article, what is the most valid argument for _____?
- Which statement best supports the idea that_____?
- What is the greatest benefit of _____?
- What evidence supports _____?
- What is the best evidence that _____?
- What is the strongest evidence in support of ____ theory?
- What does the author use to support the points he/she makes about_____?
- The author appears qualified to claim that_____ because he/she _____?

SOCIAL STUDIES QUESTION TASK CARDS

Informational Text/Research Process

TEXT FEATURES
(LA.910.6.1.1)

- Why did the author use subtitles in the passage?
- How does the caption under the photograph help the reader to understand_____?
- How does the photograph of_____ help the reader understand _____?
- How do the photograph(s) and caption(s) help the reader understand_____?
- From the pictures and subheadings of the article, the reader can conclude that _____.
- Based on the passage, which caption would be most appropriate for the picture on page ___?
- Explain how the (chart/ map/ diagram/ sub-heading/ caption/ illustration/ graph) aids the reader's understanding.
- The use of bold-print words throughout the ____ helps the reader to ___.
- Which statement from the passage is best supported by the diagram on page ___?