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
- ANALYZING PRIMARY AND SECONDARY SOURCES
- RECOGNIZING BIAS

Group 2:

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

Group 3:

- SEQUENCING
- USING RELIABLE INFORMATION
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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 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: 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: 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 Reliable Information
- 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 he/she 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)

**Context**
- Read this sentence from the passage.
  - What does the word _______ mean?

**Synonyms/Antonyms**
- What word means the SAME as _______?
- Choose the word that means the OPPOSITE of _______.

**Affixes/Base Words or Root Words**
- 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?

**Multiple Meaning**
- 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?

**Analyze Words in Text**
- 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)

**Author’s Purpose**
- 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?

**Author’s Perspective**
- 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 _______?
- What is the primary topic of the article?
- Which accomplishment/idea is the most valuable?
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)

**Cause**
- What caused _______ to _________?
- What are the events that caused _______?
- Why does _______ decide to _______?
- _______ probably chooses _______ over ________ because ________.

**Effect**
- 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

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)

**Text Structure**
- 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 _________?

**Organizational Patterns**
- 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 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

THEME/ TOPIC
(LA.3-5.1.7.6)

* Identify themes or topics within a variety of text.

**Topic**
- 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.

**Theme**
- 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 ______ and ________ 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 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

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 _____ are located in ________.
- 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 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
### 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 ________.

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### 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 _____?

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### 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 ________.

---

### 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 _____?

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### 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?

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### 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
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)

COMPARE
• 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 _____?

CONTRAST
• 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
AUTHOR’S PURPOSE/ PERSPECTIVE
(LA.6-8.1.7.2)

AUTHOR’S PURPOSE
• 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?

AUTHOR’S PERSPECTIVE
• 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
ANALYZE AND EVALUATE/SYNTHESIZE INFORMATION
(LA.6-8.6.2.2)

ANALYZE AND EVALUATE
• 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 _____?

SYNTHESIZE
• 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
TEXT FEATURES IN INFORMATIONAL/LITERARY TEXT
(LA.6-8.6.1.1, LA.6-8.2.2.1)

TEXT FEATURES IN INFORMATIONAL TEXT
• 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 _____.

TEXT FEATURES IN LITERARY TEXT
• 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)

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 QUESTION TASK CARDS

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

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 ______ 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

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)

CONTEXT CLUES
- Read the sentence from the passage: "__________" What does the word ______ mean as used in the sentence above?
- In this text, what does ______ mean?

ADVANCED AFFIXES/ROOT WORDS
- The origin of ______ is the root______, meaning ______
- What does ______ mean?

WORD RELATIONSHIPS
- 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 ________?

ANALYZE WORDS IN TEXT
- 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?

MULTIPLE MEANINGS
- 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?
• 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

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
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

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
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 / INFERENCE
• From reading the article, the reader can infer that ______ will ______.

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
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
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 ____________?
• Which statement best indicates 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

SYNTHESIZE INFORMATION (LA.910.6.2.2)

• Based on all information given, how does each part add to the idea that ____________?
• Which statement best indicates 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

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 ____________?
• Which statement best supports the idea that ____________? 
• What leads the reader to believe that ____________?
• 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 ___?