## CONCLUSIONS/GENERALIZATIONS

<table>
<thead>
<tr>
<th>Skill Processes</th>
<th>Instructional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drawing Conclusions</strong> and making <strong>Generalizations</strong> requires students to analyze (break down) social studies information provided in the textbook, maps, graphs, charts, political cartoons, and other resources.</td>
<td>People make judgments, comparisons, and reach conclusions, daily. These are the same thinking skills needed for successful reading.</td>
</tr>
<tr>
<td><strong>The student will:</strong></td>
<td>Writers will not tell the reader everything. The reader must be prepared to figure things out by combining things already known with new information being read. The learner must keep track of information and see how it combines.</td>
</tr>
<tr>
<td>• Be provided three or four main ideas in a social studies concept.</td>
<td><strong>Three Things to Improve Student Ability to Make Generalizations:</strong></td>
</tr>
<tr>
<td>• Identify the major ideas/concepts in common with the main idea.</td>
<td>1. Organize teaching and lesson planning around generalizations. First, list the concepts, generalizations, and enduring understandings that will be central to the plan. This is difficult. It requires going beyond saying, “These are events that led up to the Civil War.” A list of facts may be expressed as one, or more generalizations. For example, one generalization related to events leading to the Civil War might be: Multiple influences including political conflict over territorial expansion, states’ rights, and tariffs. Another could be how the economy contributed to the Civil War.</td>
</tr>
<tr>
<td>• Construct one sentence that unites the common ideas. (This will be the conclusion.)</td>
<td>2. Have students “draw conclusions” and “make generalizations.” Teachers need to provide opportunities for students to follow through on those activities which have the students state conclusions. Arriving at a “right answer” does not guarantee that a student has applied or understands a particular generalization.</td>
</tr>
<tr>
<td>• Finally, review the given main ideas to determine if each one supports the conclusion.</td>
<td>3. Design assessments to reflect your learning activity. It is essential that we align curriculum with assessment, assessment with instruction.</td>
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<tr>
<td></td>
<td>When teaching is focused on generalizations and not just periods of history, or regions of the world, then be certain the assessments give students practice in TAKS-like questions which require them to discover, reinforce, or apply generalizations. This is not teaching to the test; rather it is teaching and assessing for higher-level thinking. If the goal is for students to be able to make and use generalizations, tests must reflect that.</td>
</tr>
</tbody>
</table>
SUBJECT/EVENT: ___________________________________________

What do these facts have in common?
(Answer as key words or concepts)

Do each of the facts directly support the conclusion?
___ Yes
___ No
CONCLUSIONS/GENERALIZATIONS

SAMPLE ACTIVITIES

- The teacher will describe a situation familiar to the students for the purpose of demonstrating that students draw conclusions everyday. For example, when a character is glaring and has clenched fists, one can conclude that he or she is probably angry. We do not know for certain, but we infer it. When a person glares and has clenched fists it usually means they are angry, so we conclude that the character is angry.

- Divide the class into groups. From an envelope, select topic sentences on the American Revolution. (See the Expanded Curriculum.) This must be a complete sentence from something such as the Constitution, or the notes in the Expanded Curriculum. Each group will collaborate to write a short narrative about the topic drawn from the envelope. Have students combine what they already know with the information given. At the end, reveal the source of the item the sentences were from and see how close their conclusions were.

- To help students draw a conclusion, have the students each read an argument from a famous debate, such as the Federalist and anti-Federalist. Do not inform them which of the views they have. After the presentations, have students determine which group represented which side.

- Example of using the provided Graphic Organizer:

<table>
<thead>
<tr>
<th>Generalization</th>
<th>Related Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nature of democracy in the United States continually evolves as society grows and changes.</td>
<td>Women received the right to vote in 1924.</td>
</tr>
<tr>
<td>Geographic factors determine the types of plants and animals that live in regions and influence population distribution.</td>
<td>Two-thirds of the population of Texas lives in the wetter eastern portion of the state.</td>
</tr>
<tr>
<td>Throughout history, cultures have borrowed from each other.</td>
<td>Many of the terms used in cattle ranching in Texas today come from Spanish.</td>
</tr>
</tbody>
</table>
CONCLUSIONS/GENERALIZATIONS
SAMPLE ASSESSMENT QUESTION

When assessing this skill, it is important to pair one of the following stems with a stimulus:

- In this stimulus, what is the author trying to tell…?
- From the stimulus, one can conclude…?
- What additional information would you need in order to draw a conclusion about [history topic]?
- What is the “Big Idea” of the passage?

Use the cartoon and your knowledge of social studies to answer the following question.

The Albany Plan of Union

1. In this cartoon, what is Benjamin Franklin trying to tell the American colonies?

   - A The only way to win the war against France is to fight together.
   - B Only the New England colonies will succeed in the war against the French.
   - C The only way for the colonies to survive is to surrender to the French.
   - D The South is the key to defending the colonies from France
# SEQUENCING

<table>
<thead>
<tr>
<th>Skill Processes</th>
<th>Instructional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequencing</strong></td>
<td>To follow the order of events, start with a timeline, story board, or sequenced notes, to create an understanding of what happens first, next, and last while reading.</td>
</tr>
<tr>
<td>requires students to analyze (break down) social studies information provided in materials such as related events, maps, dates, quotes, ideas, illustrations, primary source documents, or historically relevant art and/or music.</td>
<td>To decide if a piece is written in <strong>sequential order</strong>, watch for dates, times, and transition words such as <em>first, next, later,</em> and so forth.</td>
</tr>
<tr>
<td><strong>The student will:</strong></td>
<td>What can be sequenced:</td>
</tr>
<tr>
<td>• Be provided thematically related events, dates, maps, quotes, ideas, illustrations, primary source documents, or historically relevant art and/or music.</td>
<td>o Events, i.e. Events leading to the Civil War, events that describe Manifest Destiny</td>
</tr>
<tr>
<td>• Be able to correctly order historical events or eras form dated and non dated information.</td>
<td>o Quotes, i.e. A quote from the WWI or WWII.</td>
</tr>
<tr>
<td>• Be able to classify each event according to PIES (political, intellectual, economic, and social)</td>
<td>o Pictures, i.e. Pictures from the Great Depression or Civil War</td>
</tr>
<tr>
<td>• Be able to identify the major ideas or concepts that contributed to each subsequent event or era, and apply them to a timeline.</td>
<td>o Maps, i.e. Manifest Destiny, Migration Patterns, California Gold Rush, Removal of American Indians</td>
</tr>
<tr>
<td>• Finally, be able to write a summary statement of the story told by the timeline created.</td>
<td>o Ideas, i.e. the Amendments</td>
</tr>
<tr>
<td>For students to sequence successfully, they must be provided the items that are thematically linked.</td>
<td></td>
</tr>
</tbody>
</table>
**GRAPHIC ORGANIZER: SEQUENCING**

**DIRECTIONS:**
1. Place the events in correct order in the events boxes.
2. Classify each event as Political (P), Intellectual (I), Economic (E), Geography (G), or Social (S) by circling the letters PIESG below.
3. Determine the relationship between each of the events.
4. **Historians use Timelines to tell a story.** In one or two complete sentences, describe the story being told by the timeline.

<table>
<thead>
<tr>
<th>Event 1</th>
<th>Event 2</th>
<th>Event 3</th>
<th>Event 4</th>
<th>Event 5</th>
<th>Event 6</th>
<th>Event 7</th>
</tr>
</thead>
<tbody>
<tr>
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<p>| | | | | | | |</p>
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<th></th>
</tr>
</thead>
</table>

**How did Event 1 contribute to event 2?** ________________________________________________________________

**How did Event 2 contribute to event 3?** ________________________________________________________________

**How did Event 3 contribute to event 4?** ________________________________________________________________

**How did Event 4 contribute to event 5?** ________________________________________________________________

**How did Event 5 contribute to event 6?** ________________________________________________________________

**How did Event 6 contribute to event 7?** ________________________________________________________________

**How did Event 7 contribute to event 8?** ________________________________________________________________

In one or two complete sentences, describe the story being told by the timeline.
SEQUENCING

SAMPLE ASSESSMENT QUESTIONS

When assessing this skill, it is important to pair one of the following stems with a stimulus:

- Which of the following events occurred first, second, etc…?
- During which event was the photograph above taken?
- Which time period is best represented by the [visual]?
- The U.S. entered [an event] immediately [prior to, or after]…?
- In [specific date] this historical figure’s decision [or the result of an event] contributed to…?

The United States entered World War II immediately after –
A. Russia invaded Manchuria.
B. Germany attacked Poland.
C. Japan bombed Pearl Harbor.
D. Italy conquered Ethiopia.

In 1803 Thomas Jefferson made one of his most important contributions as president when he —
A Wrote the Declaration of Independence
B Became the leader of the Democratic-Republican Party
C Founded the University of Virginia
D Purchased the Louisiana Territory from France

Use the time line and your knowledge of social studies to answer the following question.

| French and Indian War begins 1754 | Stamp Act 1765 | ? | U.S. Constitution written 1787 | George Washington takes oath of office 1789 | Cotton gin invented 1793 |

Which event in U.S. history would best complete the box above?

A Nullification Crisis
B American Revolution begins
C Purchase of the Louisiana Territory
D Completion of the Erie Canal
### COMPARE AND CONTRAST

<table>
<thead>
<tr>
<th>Skill Processes</th>
<th>Instructional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare and Contrast</strong> requires students to analyze (break down) social studies information provided into the following categories:</td>
<td>The verb of the expectation is <strong>Compare</strong>. Therefore, it requires that students master the objective through a series of critical thinking activities. Students need to compare the events of one era to those in another era. The skill is not a critical thinking skill when used within the same unit if the information they are comparing and contrasting is already compared and contrasted within their text or notes.</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>For example, comparing and contrasting events, or the economy of each of the Thirteen Colonies would not be a critical thinking activity because the answer is already provided in the text. However, comparing and contrasting the causes of the American Revolution with the causes of the Civil War would be a critical thinking activity because students would have to draw the information out of these two events.</td>
</tr>
<tr>
<td>• Be given two or more social studies topics or regions that can be compared.</td>
<td>The TEKS require students to use as the basis of comparisons and contrasts three analysis categories: political, social, and economic perspectives.</td>
</tr>
<tr>
<td>• Be given the categories that will be the basis of comparison * (<strong>PIES</strong>).</td>
<td>To teach this skill, use the essential vocabulary and a graphic organizer to engage students in comparing two or more events/eras.</td>
</tr>
<tr>
<td>• Investigate each topic or region to find information to match each <strong>PIES</strong> category.</td>
<td>Graphic organizers provided with the ancillary material often do not constitute a critical thinking activity. Most times the information is already provided in such a manner that the student need only transfer from the text onto the graphic organizer.</td>
</tr>
<tr>
<td>• Compare and contrast the topic or region by each category</td>
<td></td>
</tr>
<tr>
<td>• Form a conclusion.</td>
<td></td>
</tr>
</tbody>
</table>

*PIES:

- **Political**: gaining, seeking, and organizing power; events related to the functions of government
- **Intellectual**: peoples values and beliefs; religion.
- **Economic**: how people meet their basic material needs
- **Social**: people in groups; relationships; social issues such as cultural traditions, customs, diet, ways of living, gender, economic status.
- **Geographic**: the environment in which people live and interact.
VENN DIAGRAM

The purpose of the comparison is to show:__________________________________________________________________________
_________________________________________________________________________________________________________________

P: _______________________________
E: _______________________________
G: ______________________________
S: _______________________________

P: _____________________________
E: _____________________________
G: ____________________________
S: _____________________________

P: _______________
E: _______________
G: ______________
S: ______________

GRAPHIC ORGANIZER: COMPARE AND CONTRAST HISTORY

ERA/EVENT: ______________________________________________
<table>
<thead>
<tr>
<th>Geographic Systems</th>
<th>Cultural Exchange</th>
<th>Economic Systems</th>
<th>Human Modification</th>
<th>Belief Systems</th>
<th>Political Systems</th>
<th>Revolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The natural resources of this country are _____ and, can be found __<strong>. The majority of the population lives in the ____ part of the country. The climate zones where a majority of people live is called</strong>? The vegetation zones are ____?</td>
<td>What ideas, languages, diseases, music, foods from other countries have influenced the development of this nation? What aspects of this culture have influenced other nations?</td>
<td>The industrial centers are located ___? The major trading partners of this country are most likely ____? (Hint: identify the products the nation exports and the types of nations that would purchase these goods).</td>
<td>The people of this country have changed their environment by _____. (Hint: How did they improve transportation and communication?).</td>
<td>What are the nation’s major religious populations? Identify one characteristic of each religion.</td>
<td>The current form of government is best described as _____. Ultimately the decision makers are ____?</td>
<td>What ideas have brought about significant change in this nation’s history? When did the change occur? (Hint: look for an “ism”).</td>
</tr>
</tbody>
</table>

| Country 1 | | | | | | |

| Country 2 | | | | | | |

**Similarity**

**Difference**
## COMPARE AND CONTRAST

### SAMPLE ACTIVITY

- Teacher asks students to create a Venn Diagram of their own life as a teenager compared to their parent’s life as a teenager.

- Compare and contrast two geographical regions. Give the students a physical map of the regions to be studied and a Venn Diagram. In the outer circle, list the differences for each region. Within the inner circle identify the similarities. Students will write a paragraph using the information.

- Using the Compare and Contrast Graphic Organizer above, students compare two different countries or regions by answering the questions under each theme. Students write a paragraph to clarify the conclusions.

- Students compare and contrast the causes/effects of the American Revolution and the Civil War. Use the Venn Diagram provided above.

### SAMPLE ASSESSMENT QUESTIONS

When assessing this skill, it is important to pair one of the following stems with a stimulus:

- Which region on the map would be a likely place for settlement? Why? Why not?
- How were the causes of [two separate events] most similar? Most different?
- How are [two countries or regions] most alike? Most different?
- Compare and contrast the economies of [nation A] with [nation B].

*Major Rivers and Landforms of the Continental United States*

What natural barrier would a pioneer traveling west to California encounter that a pioneer traveling to Oregon would not?

- A Great Plains
- B Mississippi River
- C Rocky Mountains
- D Sierra Nevada

Which of the following characterized U.S. military involvement in both the Korean and Vietnamese conflicts? (US6e)

- A. The attempt to prevent the spread of communism.
- B. Reliance on an all-volunteer army.
- C. Student antiwar protests.
- D. Widespread American public support.
## CAUSE AND EFFECT

<table>
<thead>
<tr>
<th>Skill Processes</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause and Effect</strong> requires students to analyze (break down) social studies information and be able to distinguish between characteristics, causes, and effects. This will necessarily be an “end of unit” activity so that the student will understand the before, during and after of an event.</td>
<td>When identifying <strong>causes</strong>, students explain what events led up to the era.</td>
</tr>
<tr>
<td><strong>The student will:</strong></td>
<td>When identifying <strong>characteristics</strong> of an era, students describe the political, social, and economic events that occurred within the dates associated with the era.</td>
</tr>
<tr>
<td>▪ Be provided materials that describe the before, during and after of an event.</td>
<td>When identifying <strong>effects</strong>, students will explain how the era influenced future ages.</td>
</tr>
<tr>
<td>▪ Sort the information into characteristics, causes, and effects.</td>
<td>After students sort historical information into causes, characteristics, and effects, they must link each cause to one or more effects. This relationship helps students understand the story of the historical era.</td>
</tr>
<tr>
<td>▪ Characterize the events as <em>PEGS</em>.</td>
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<tr>
<td>▪ Link each cause to one or more effects.</td>
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</tr>
<tr>
<td>▪ Determine which was the major cause.</td>
<td></td>
</tr>
<tr>
<td>▪ Determine which was the principle effect.</td>
<td></td>
</tr>
<tr>
<td><strong>PEGS:</strong></td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Political</strong>: gaining, seeking, and organizing power; events related to the functions of government</td>
<td></td>
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<td>▪ <strong>Economic</strong>: how people meet their basic material needs</td>
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<td>▪ <strong>Geographic</strong>: the environment in which people live and interact.</td>
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<tr>
<td>▪ <strong>Social</strong>: people in groups; relationships; social issues such as cultural traditions, customs, diet, ways of living, gender, economic status.</td>
<td></td>
</tr>
</tbody>
</table>
GRAPHIC ORGANIZER: CAUSE AND EFFECT

DIRECTIONS:
1. List the era and characteristics.
2. Identify the actions or ideas that directly led to this event and place in the “Cause” Column.
3. Identify the actions or ideas directly resulting from this event and place in the “Effect” column.
4. In one or two sentences, determine the Big Idea of the C&E relationship of the event.

ERA: ______________________

CHARACTERISTICS:

Political: ______________________

Economic: ______________________

Geography: ______________________

Social: ______________________

Cause

Effect

P: ______________________

E: ______________________

G: ______________________

S: ______________________

P: ______________________

E: ______________________

G: ______________________

S: ______________________

So What? (The Big Idea)

________________________________________

________________________________________
CAUSE AND EFFECT

SAMPLE ACTIVITY
Using the Graphic Organizers above, students list the appropriate PEGS Causes and PEGS Effects related to a major historical event. (Note: not all of the categories may be filled. For example, an event may not have had a social cause.). Next, have the students connect the causes with an effect. (Note: a political cause may have an economic effect, or more than one effect.). To summarize, have students write a “Big Idea” statement in the “So What?” box. Ask the students, “So what’s the big idea?” This addresses the student’s concern of “So why do I care?”, or “Why is this important to me?”.

SAMPLE ASSESSMENT QUESTIONS

When assessing this skill, it is important to pair one of the following stems with a stimulus:
- The passage of this provision/amendment directly resulted in…?
- What actions directly led to…?

Since the late 1700s, technological innovations such as the steam engine have affected daily life by —(WH23)
A increasing industrial efficiency
B guaranteeing workers’ wages
C causing mass migration to rural areas
D decreasing agricultural production

During the 1700s and 1800s, European migration to North America resulted in Native Americans experiencing —
A Extensive loss of land
B An improved standard of living
C An increase in population
D A loss of interest in religious activities

Which of these is an accurate conclusion about the relationship between the New Deal and the Great Depression? (US 13b,C)
A. New Deal activities made the Great Depression worse.
B. The Great Depression was over before New Deal programs had an effect.
C. New Deal policies brought an immediate end to the Great Depression.
D. New Deal programs eased the problem of unemployment during the Great Depression.

Use the diagram and your knowledge of social studies to answer the following question.

Which of the following best completes the diagram as a cause of the Great Depression?
F Decreased income-tax rate
G* Decline of agricultural prices
H Increased savings by consumers
J Expansion of foreign markets
# INTERPRETING VISUALS

<table>
<thead>
<tr>
<th>Skill Processes</th>
<th>Instructional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpreting Visuals</strong> requires students to analyze (break down) social studies information from various non-linguistic sources.</td>
<td><strong>For students to successfully interpret visuals, teach them the following elements:</strong></td>
</tr>
<tr>
<td><strong>TYPES OF VISUALS:</strong></td>
<td></td>
</tr>
<tr>
<td>- <strong>Charts/Graphs</strong>: relationship between two variables.</td>
<td>1. <strong>Title</strong> – Main idea</td>
</tr>
<tr>
<td>- <strong>Cartoons</strong>: humorous illustration that expresses an opinion about a political event or issue.</td>
<td>2. <strong>Symbols</strong> – What do each represent?</td>
</tr>
<tr>
<td>- <strong>Maps</strong>: physical or political.</td>
<td>3. <strong>Variables</strong> – What sets of information are being presented visually? On the chart/graph, the variables are the label of the x and y axes.</td>
</tr>
<tr>
<td>- <strong>Illustrations</strong>: Photographs, paintings, drawings.</td>
<td>4. <strong>Concepts</strong> – What words are associated with the symbols and variables to help provide meaning to the audience?</td>
</tr>
<tr>
<td><strong>The student will:</strong></td>
<td>5. <strong>Author</strong> – Who is the author and what authority do they have on this topic?</td>
</tr>
<tr>
<td>- Be provided a relevant visual.</td>
<td>6. <strong>Audience</strong> – Example: general public, special interest group, government agency, international audience</td>
</tr>
<tr>
<td>- Identify key symbols or variables.</td>
<td>7. <strong>Bias</strong> – What bias exists?</td>
</tr>
<tr>
<td>- Identify key terms or concepts needed for understanding and interpreting the visual.</td>
<td>8. <strong>Interpretation</strong> – Understanding the meaning of the visual – what message is the author communicating?</td>
</tr>
<tr>
<td>- Identify author and identify bias using the table “Identifying Bias in Visuals.”</td>
<td></td>
</tr>
<tr>
<td>- Identify audience</td>
<td></td>
</tr>
<tr>
<td>- Describe what message the author communicates through the visual.</td>
<td></td>
</tr>
</tbody>
</table>
# INTERPRETING VISUALS

## Instructional Considerations

### Identifying Bias in Visuals

<table>
<thead>
<tr>
<th>In Cartoons</th>
<th>Are the figures or symbols exaggerated? Are the elements of the visual biased towards one perspective: <strong>political, economic, social, geographic, intellectual</strong>? What are the symbols <strong>representing</strong>? How does the author use <strong>caricature</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Photos &amp; Paintings</td>
<td>Is the visual capturing a person or an event? Is this visual representative of the time, place, and ideas, or is the visual representing an exception? In what ways does the visual attempt to motivate its audience? Does it appeal to reason, to emotion, or both? What evidence does the piece give to support its claims?</td>
</tr>
<tr>
<td>Charts &amp; Graphs</td>
<td>Does the scale of the x or y-axis overly exaggerate the data trend? Has the author purposely narrowed the range of values on the axis to exaggerate change?</td>
</tr>
<tr>
<td>Maps</td>
<td>Does the key/legend over exaggerate the idea being mapped?</td>
</tr>
</tbody>
</table>
INTERPRETING VISUALS

SAMPLE ACTIVITY

Posing/Answering questions to interpret and analyze data can be done individually or in pairs/groups. These questions need to be above the knowledge and comprehension levels. Questions should examine population distributions, trends, change over time, geographic patterns, spatial organization, and the effects of physical and human geographic factors.

- Have students create a visual dictionary that defines and illustrates a variety of geographic terms and features in the United States, such as mountains, or islands. Explain why these features helped or hindered the growth of the United States during particular periods.
- Have students develop questions based on maps of specific parts of the United States that show factors that limit geographic distribution.
  
  For example: “Cotton was grown in Georgia. Why was cotton not grown in Massachusetts?”
- Have students predict the location of major population centers at different periods of American History. Students can create or interpret maps explaining the relationship between geographic features and settlement patterns.
  
  Some examples they could cite are:
  
  - Early Spanish settlements were all on islands in the Caribbean because explorers could sail there.
  - Early English colonial settlements were on the coast and spread inland along rivers and navigable waterways.
  - Southern colonial plantations used rivers to transport tobacco and cotton to markets in England.
  - For a long period, the Appalachian Mountains created a natural barrier to western settlement, later the Great Plains and the Rocky Mountains affected westward movement.
- Using the Graphic Organizer above, give the students a visual with a question similar to the following, “In American History, the illustration above refers to which era?”

SAMPLE ASSESSMENT QUESTIONS

When assessing this skill, it is important to pair one of the following stems with a stimulus:

- Based on the data provided in the chart, we can conclude that…?
- According to the diagram/map, what change occurred…?
- In this cartoon, what is the character trying to say about…?
- What effect is supported by the illustration…?
- The photograph above presents…The events in the picture caused/resulted from…?
- The author of the cartoon is trying to convince others that…?
- The artist uses the photo/painting to communicate…?
- How does the author of the map define a region?
INTERPRETING VISUALS
SAMPLE ASSESSMENT QUESTIONS

Use the diagram and your knowledge of social studies to answer the following questions.

This diagram represents the movement of people and goods between Europe, the Americas, and Africa following Christopher Columbus’s discovery of the New World.

11 According to the diagram, the diet of west erners changed because of —
A technologies
B development of new breeds of livestock
C use of the first food preservatives
D introduction of new foods

12 Which of the following is a result of the exchange shown in the diagram?
A Native Americans were infected by many diseases.
B Native Americans began using tobacco grown in the New World.
C European diseases.
D The photograph above presents a scene from the Dust Bowl of the 1930s. The conditions it pictures resulted from —
A government programs during the Great Depression
B drought and poor agricultural practices
C the burning of coal to power factories
D the increased use of automobiles
**POINT OF VIEW/FRAME OF REFERENCE**

<table>
<thead>
<tr>
<th>Skill Processes</th>
<th>Instructional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point-of-view</strong> requires students to analyze (break down) social studies information revealed in significant event, era, or actions of an historical figure.</td>
<td>Help students understand that point of view in history is usually narrow and serves the interests of a specific group in society.</td>
</tr>
</tbody>
</table>

The student will:

- Be given a primary or secondary source that is considered to have made a major contribution to social studies.
- Use the source and additional information about the topic to determine how the document influenced political, economic, social, and intellectual ideas *(PIES)* both during and after the time period of the event.
- Determine the author’s predominant frame of reference or point of view.
- Write a conclusion expressing the point of view.

*PIES:*

- **Political:** gaining, seeking, and organizing power; events related to the functions of government
- **Intellectual:** peoples values and beliefs; religion.
- **Economic:** how people meet their basic material needs
- **Social:** people in groups; relationships; social issues such as cultural traditions, customs, diet, ways of living, gender, economic status.
- **Geographic:** the environment in which people live and interact
POINT OF VIEW/FRAME OF REFERENCE
SAMPLE ASSESSMENT QUESTIONS

Martin Luther King, Jr., gained prominence in the Civil Rights movement by leading the struggle against —

F limited city bus routes for African American riders
G higher fees charged to African American bus riders
H restrictions on the hiring of minority bus drivers
J segregated seating on buses

... there comes a time when people get tired of being trampled over by the iron feet of oppression. ... I want it to be known that we’re going to work with grim and bold determination to gain justice on the buses in this city. And we are not wrong, ...

— Martin Luther King, Jr., 1955

When assessing this skill, it is important to pair one of the following stems with a stimulus:

- According to the excerpt, which of the following is necessary…?
- According to the excerpt, the author supported involvement in the event because he wanted to —
- In this excerpt, the author is arguing that their group should...?
- Historians today would consider [person] a …

Use the passage and your knowledge of U.S. history to answer the following question.

Alfred Thayer Mahan believed that r is essential if a nation wants to be rich needs a navy to defend its shipping lanes. It needs strategically located bases, ases, a canal, and islands in the Pacific.

The information in the passage could have been used to support the point of view that the United States should do all of the following except –
A. Annex the Philippines.
B. Reject the Monroe Doctrine.
C. Build the Panama Canal.
D. Increase efforts of expansionism.

Use the excerpt and your knowledge of social studies to answer the following question.

Don’t be afraid to ... read every book, as long as any document does not offend our own ideas of decency. That should be the only censorship.

How will we defeat communism unless we know what it is, what it teaches, and why does it have such an appeal for men, why are so many people swearing allegiance to it?

— President Dwight D. Eisenhower, Speech at Dartmouth College, 1953

29 In the excerpt above, President Eisenhower was responding to Senator Joseph McCarthy's public attempts to —
A promote religious tolerance
B limit free speech
C increase U.S. literacy rates
D restrict conservative political influence
**Document Analysis**

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<th>Skill Processes</th>
<th>Instructional Considerations</th>
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<td><strong>Document analysis</strong> requires students to breakdown social studies text into the following categories:</td>
<td>Students will need written materials and a strategy to “break down” the information. Be certain students have mastered the essential vocabulary linked to this objective and that they comprehend the visual and written materials given.</td>
</tr>
</tbody>
</table>

*PIES:*

- **Political**: gaining, seeking, and organizing power; events related to the functions of government
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**Primary Sources**: materials (letters, journal entries, speeches, diaries, autobiographies written by people who witnessed historical events, as well as government documents, census surveys, and financial records.

Use the essential vocabulary with this skill to engage students in linking the causes of this event to one or more effects. Students will need a graphic organizer to complete the activity. The organizer below should be customized to fit the content of this objective.

**Previewing the Document:**

1. Title
2. Background information: what do you know about the author, event, or time period
3. Opening and closing paragraphs
4. Repeated words or phrases
5. Words that are synonyms of words in the answer
6. Are there any loaded words (words that have strong emotional associations—such as peace, family, courage and patriotism)?

Students will learn to develop their vocabulary by using context clues.

Using the **APPARTS** Document Analysis Worksheet, have students analyze primary sources (text based) from the specific time period you are studying.

- Read the document orally to the class or with the class.
- Identify key vocabulary and unknown words.
- Check for understanding of the time period or event the document is referring to.
- Students may then individually or in groups use APPARTS to analyze the document.

Have the student or group present their answers to the class.
### DOCUMENT ANALYSIS WORKSHEET: **A.P.P.A.R.T.S.**

(A=Author, P=Place and Time, P= Prior Knowledge, A=Audience, R=Reason, T=The Main Idea, S=Significance.)

**DOCUMENT:** ____________________________

### AUTHOR
- Who created the source? ____________________________________________________
- What do you know about the author? ________________________________________
- What is the author’s point of view? ________________________________________

### PLACE AND TIME
- Where and when was the source produced? ________________________________
  - How might this affect the meaning of the source? _________________________

### PRIOR KNOWLEDGE
- Beyond information about the author and the context of its creation, what do you
  know that would help you further understand the primary source?
  - For example, do you recognize any symbols and recall what they represent?

### AUDIENCE
- For whom was the source created and how might this affect the reliability of the
  source? __________________________

### REASON
- Why was this source produced at the time it was produced? ___________________

### THE MAIN IDEA
- What point is the source trying to convey? _________________________________

### SIGNIFICANCE
- Why is this source important? _____________________________________________
- What conclusions can you draw from this document? ________________________
  - Ask yourself: How is this document relevant to our lives today? ____________
When assessing this skill, it is important to pair one of the following stems with a stimulus:

- This passage refers to which part of the Constitution...?
- This document was used to influence America to...?
- The passage of this provision/amendment directly resulted in...?

Use the excerpts and your knowledge of social studies to answer the following question.

**Excerpts from the Declaration of Independence**

The history of the present king of Great Britain is a history of repeated injuries... [such as:]

- quartering large bodies of armed troops among us...
- depriving us in many cases of the benefits of trial by jury...
- transporting us beyond seas to be tried for pretended offenses...
- [answering] our repeated petitions...

only by repeated injury.

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**Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press.**

— First Amendment to the U.S. Constitution

This excerpt reflects the principle of

- F* individual rights
- G executive power
- H popular sovereignty
- J checks and balances