

Success with the process standards requires practice!

The process standards are applied in every unit of study and are consistent across grade levels. The more independent students are with the process standards, the more confident they will be as learners.

We developed some strategies to help students understand, practice, and integrate these critical standards as they think about and apply what they learn.

The *Instructional Strategies Playlist for the Process Standards* is organized into two sections: tools to know (getting started) and ways to show (application). Choose a strategy based on the process standard and purpose you want students to practice. (Clicking on the strategy will take you directly to that page.)

These social studies-specific instructional strategies can be used with any unit of instruction or modified for any grade level!

tools to know

process	purpose	routine/ strategy
use and evaluate sources	primary source text	SOAPS+S
	visuals	OPTIC
	charts and graphs	TALK
	maps	TODALS
	political cartoons	CASIE QTIP
use context and point of view	context	Setting the Stage
	point of view	2-Sided Coin
understand vocabulary and terms	vocabulary	Vocabulary Windows
	terms	High Five

ways to show

process	purpose	routine/ strategy
analyze information (sequencing, categorizing, cause/effect, main idea, inference, etc.)	cause and effect	Link It Up
	main Idea	Sticky Notes Support
	summary	One Word
	inference	Nine Squares
	sequence	Sequence Sort
represent and communicate information	communicate in writing	Pick a Process
	communicate orally	Freeze Frame
understand the impact of geography	create maps	Sketch Maps
	pose and answer questions	Roll-A-Question: Geography

SOAPS+S

Purpose

use and evaluate sources: primary source text analysis

Instructions

1. Explain how the acronym SOAPS+S can be used to analyze primary source text. The elements can be completed in any order.
 - S subject
 - O occasion
 - A audience
 - P purpose
 - S speaker
 - +S so what?
2. Give students a primary source text (of appropriate length or an excerpt) to evaluate.
3. Students look for “clues” and complete the portion of SOAPS+S that the primary source directly provides:
 - Occasion What date (or era) is it from?
 - Speaker Who is the author of the document? What do they know about that person that would help them determine point of view (e.g., male/female, age, etc.)?
 - Audience What type of document is it? Who was it written for (e.g., diary - self, newspaper article - public)?
 - Subject What is the document about?
 - Purpose Think back to the Audience and the Author. Infer WHY this document was written.
 - So What? What is the significance of the document? What can we learn from it?

Materials

- Primary source text(s)

OPTIC

Purpose

use and evaluate sources: visuals analysis

Instructions

1. Explain how the acronym OPTIC can be used to analyze visuals.
 - O** overview
 - P** parts
 - T** title
 - I** inference
 - C** conclusion
2. Provide students with a visual (e.g., photograph, painting, etc.).
3. Ask students the following questions:
 - Is there a **title**? (If there isn't one, create one at the end of the exercise.)
 - Analyze the **overview**. In general, what is going on?
 - Analyze the **parts**. What are all the details that you see?
 - What can you **infer** based on the "overview" and "parts"? Is a certain point of view displayed?
 - What can you **conclude** about the image?
4. If necessary, create a title for the visual.

Materials

- Visual(s)

TALK

Purpose

use and evaluate sources: chart and graph analysis

Instructions

1. Explain how the acronym TALK can be used to analyze charts and graphs.
 - T title
 - A all labels
 - L look for trends
 - K key
2. Provide students with a chart or graph.
3. Ask students the following questions:
 - What is the **title**?
 - Can you identify **all the labels**?
 - Chart (row and column labels)
 - Graph (x- and y-axis labels)
 - If a graph, What are the **trends**? Is the graph consistently increasing? Is there a pattern? etc.
 - Is there a **key** to help you decipher the information (color coded, etc.)?

Materials

- Chart(s) or graph(s)

TODALS

Purpose

use and evaluate sources: map analysis

Instructions

1. Explain how the acronym TODALS can be used to analyze maps.
 - T** title of the map
 - O** orientation
 - D** date
 - A** author
 - L** legend
 - S** source
2. Provide students with a map.
3. Ask students the following questions:
 - Title What is the title? Where is this place? What is the map showing?
 - Orientation Where is the compass rose? Is “North” on top? (Many maps display different orientations and students assume that North is always on top.)
 - Date What date does the map represent? (This can be different from the date the map was created.) Why does this matter?
 - Author Who created the map? Could the point of view of the creator impact the map?
 - Legend Is there a legend or key? What do the symbols mean?
 - Source Where did the information come from?
 - Scale (more important for geography courses) What is the scale? How big is the area?

Materials

- Map(s)

Adapted from Source: Texas Alliance for Geographic Education

CASIE QTIP

Purpose

use and evaluate sources: political cartoon analysis

This routine provides students with a process for making political cartoons more accessible: analyze the artistic elements of the cartoon and then conduct the historical analysis.

Instructions

1. Explain how to use the acronym CASIE to analyze the *artistic elements* of the cartoon. (Students do not have to understand the content of the cartoon to do this. NOTE: Not every artistic element will be found in every cartoon.)

C	captions	labels or captions that identify objects to make a point
A	analogy	a comparison between two unlike things
S	symbolism	use of simple objects or symbols to represent something larger (e.g., donkey and elephant for political parties)
I	irony/humor	often this is where point of view is found
E	exaggeration	overdone, or exaggerated, physical characteristics of people or things

2. Next, explain how to use the acronym QTIP to conduct the *historical analysis* of the cartoon.

Q	question	What is the era or historical context? the historical context
T	topic	What is the main topic being illustrated?
I	inference	What can you infer? What connections can you make between what is illustrated and the context?
P	point of view	What is the artist's point of view (POV)? What message is the cartoon trying to convey?

3. Students use their understanding of CASIE QTIP to analyze political cartoons.

Materials

- Political cartoon(s)

Setting the Stage

Purpose

understand context

To help students understand context, we use the analogy of a stage. Each component of the stage adds an element of context (basically the five Ws). All of these elements “set the stage” for the event (or play) to unfold. They all play a role in the story.

Instructions

1. Explain the analogy of a stage and how each component adds an element of context (the five Ws):
 - What is the date or era?
 - Who are the “actors” involved?
 - What is the location?
 - Where does it fit in chronology?
 - What are some events that happened before and after?
2. Students identify the elements in units of study.

Materials

none

2-Sided Coin

Purpose

understand point of view

Instructions

1. Divide students into pairs.
2. Give students an event or idea to learn and two points of view (POVs) to analyze.
3. Students summarize the event or idea on an index card.
4. Give students a cut-out circle (or paper plate).
5. Students label each side of the circle with one of the points of view.
6. Assign each student a point of view.
7. Students describe their point of view's reaction to or opinion of the event/idea represented on the index card.
8. Students record their assigned point of view on their circle.
9. Students take turns presenting their point of view to their partner.
10. Partners glue the circles back-to-back to show "two sides of the coin."

Materials

- Index cards
- Circles (cut-outs or paper plates)

Think It Up

To solidify understanding, groups pair up with another partner group and share their event/idea card and take turns explaining their "side of the coin."

Vocabulary Windows

Purpose

understand vocabulary

Vocabulary Windows should be completed AFTER the words have been introduced in context of the lesson. This is a great closure activity or warm up for the next day.

Instructions

1. Provide each student with a Vocabulary Windows graphic organizer with vocabulary words and their definitions.
2. Students complete each “window” by illustrating the word.
3. As the unit progresses, students illustrate the context in which they learned the word or the concept to which it belongs (e.g., the word “boycott” – if the student was illustrating the term in isolation, they may just draw a NO symbol; however, if they are drawing the context of the word, they may draw a representation of the Boston Tea Party).

Materials

- Vocabulary Windows graphic organizer with vocabulary words and their definitions

Vocabulary Windows Graphic Organizer

High Five

Purpose

understand terms

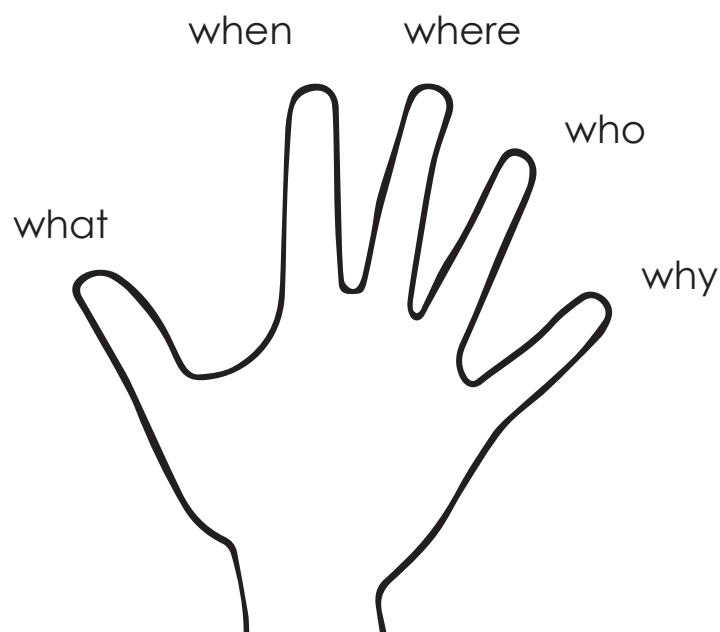
Terms are the “facts” students are required to know based on the TEKS (dates, events, battles, people, court cases, etc.).

Instructions

1. To understand terms/events, explain how students can use each finger on their hand to represent one of the five “Ws”:
 - What What is the term or the event taking place?
 - When When did this take place (what era)?
 - Where Where did it take place?
 - Who Who is involved?
 - Why Why is it important?
2. Students raise their “High Fives” and communicate their understanding.

Materials

none



Link It Up

Purpose

analyze information: cause and effect

Instructions

1. Organize students into pairs.
2. Give students 3 different colors of paper (white + two other colors) to cut into 1.5 x 8.5-inch strips.
3. Students write a fact/piece of content recently learned on the white strip.
4. Students discuss the cause(s) of the event on the white strip, write it on a color 1 strip, and “link it up” by gluing the strips together.
5. Students discuss the effect(s) of the event on the white strip, write it on a color 2 strip, and “link it up” by gluing the strips together.
6. Pairs glue their links together, with the white connection link in the middle.
7. Students work collaboratively to make as many connection links as they can.

Materials

- White paper
- Color 1 paper
- Color 2 paper
- Scissors
- Tape or glue

Think It Up

Students partner with another one or two pairs and explain their cause and effect links.

Sticky Notes Support

Purpose

analyze information: main idea

Instructions

1. After reading or learning about information, divide students into pairs.
2. Give each student 3-4 sticky notes.
3. Independently, students record facts/interesting information that they learned/read.
4. Students share their sticky notes and categorize them into INTERESTING (not required) and IMPORTANT.
5. Looking only at the IMPORTANT set of sticky notes, students find the main idea.
6. Combine student pairs into larger groups of 4-6 students.
7. Groups compare their main idea statements and create a synthesized version to share with the whole class.

Materials

- Sticky notes

One Word

Purpose

analyze information: summarize

Instructions

1. After reading, divide students into groups of 3-4 students.
2. Each group writes 6 words to summarize the whole or chunk of the information learned/read.
3. Each group writes 5 words to summarize the whole or chunk of the information learned/read.
4. Each group writes 4 words to summarize the whole or chunk of the information learned/read.
5. Each group writes 3 words to summarize the whole or chunk of the information learned/read.
6. Each group writes 2 words to summarize the whole or chunk of the information learned/read.
7. Each group writes 1 word to summarize the whole or chunk of the information learned/read.
8. Students share, compare, and justify.

Materials

- Paper

Nine Squares

Purpose

analyze information: inference

Instructions

1. Divide students into groups of 4-6 students.
2. Give each group a Nine Squares graphic organizer.
3. Students view a stimulus (printed or projected).
4. Students analyze the stimulus and write the following:
 - 5 facts/details about what they observe (What does it say or what do you see?)
 - 2 inferences (What does it mean?)
 - 1-2 valid conclusions drawn from the stimulus (Why does it matter?)
5. Students cut apart their 9 squares and trade with another group.
6. Group members take turns sorting the cards into the 5 facts, 2 inferences, and 1-2 conclusions.

Materials

- Stimulus (printed or projected)
- Nine Squares graphic organizer

Nine Squares Graphic Organizer

- 5 facts/details (What does it say or what do you see?)
- 2 inferences (What does it mean?)
- 1-2 valid conclusions drawn from the stimulus (Why does it matter?)

Sequence Sort

Purpose

analyze information: sequence

Instructions

1. Select 5-8 stimuli and/or terms and create sequence cards.
2. Give students copies of the sequence cards (pre-cut or not).
3. Working with a partner or in a group of 3, students work to put the sequence cards in a meaningful order. (Practicing relative chronology yields higher levels of sequential reasoning than merely focusing on absolute chronology; i.e., students do not need to look up actual dates of events.)
4. Groups partner with another group and compare and discuss their sequence.

Materials

- Sequence Cards with 5-8 stimuli/terms

Pick a Process

Purpose

communicate in writing

Instructions

1. Organize students into groups of 3.
2. Give each group at least 3 different stimuli relating to the same topic/era.
3. Students work with ONE stimulus at a time. Each student has an opportunity to respond to each stimulus.
4. Student 1 “picks a process” verb from the highly tested process standards found on the lead4ward APP [think it up](#) section by:
 - Using the Social Studies Stimuli Spinner
 - Rolling a di from 1-6 where each number corresponds to a designated verb
 - Pulling a craft stick that is labeled with a specific verb
5. Students write a sentence about the stimulus using the assigned verb.
Note: Students may use the lead4ward thinking stems from the APP [resources content builders](#) section to help develop responses.
6. Using the same stimulus, Student 2 repeats step 4-5.
7. Using the same stimulus, Student 3 repeats steps 4-5.
8. Student 1 moves on to the next stimulus and repeats steps 4-5.
9. Repeat until each stimulus has been analyzed by each student using steps 4-5.

Materials

- 3 stimuli relating to the same topic/era
- Dice, craft sticks, or spinner

Freeze Frame

Purpose

communicate orally

Freeze Frame provides an opportunity for students to communicate their understanding of content and point of view.

Instructions

1. Teacher selects an engaging image that displays multiple points of view.
2. Students assume the idea that they are watching a film and the screen was “frozen” on the frame they are looking at.
3. Students work with the teacher to decide how many “voices” (e.g., people, objects, buildings, etc.) they want to hear from.
4. Divide the class into the number of voices determined in step 3.
5. Assign each group one “voice.”
6. Groups discuss the image from the point of view of their “voice,” record notes on an index card, and select a speaker for their group.
7. Each speaker moves to the front of the room where the image is projected and assume the “frozen” position of their “voice.”
8. Teacher taps on each student’s shoulder, one at a time, and the “voice” comes alive and talks in first person using their notes on the index card.
9. Teacher fills in any content that was not addressed by the students.

Materials

- Engaging image
- Index cards

Think It Up

Students compare and contrast points of view.

Sketch Maps

Purpose

create maps

Sketch maps are drawn by hand to help students organize information and develop spatial awareness; they are not evaluated for artistic merit. Create a sketch map to model the process. It is important that students see a not-so-perfect example to build their confidence and realize they do not have to be perfect artists.

Instructions

1. Review the elements of a good map. (Use **TODALS** from the “tools to know” section as a guide.)
2. Students use a step-by-step process to create their sketch maps:
 - Make a decision about what your map will show (region, country, etc.).
 - Determine how much space you will need for your map.
 - Create a compass rose indicating the orientation of the map.
 - Decide how much detail your map will include – will you include physical elements (rivers, mountains, etc.) and/or human elements (communities, cities, etc.)?
 - Using a pencil, begin sketching your map. Sketch general shapes first to get the spatial aspects correct before adding details.
 - Create a key/legend, if necessary.
 - Fill in the details on your map.

Materials

- Paper
- Pencil

Adapted from Source: Texas Alliance for Geographic Education

Roll-A-Question: Geography

Purpose

pose and answer questions

To help students develop their geographic reasoning skills, they need practice posing and answering questions about geographic elements represented in a variety of stimuli (maps, charts, and graphs). Roll-A-Question: Geography provides a structure for analyzing two stimuli (e.g., two different types of stimuli to represent the same place or to compare two different places).


Instructions

1. Divide students into groups of 3-4 students.
2. Give each student 2 stimuli, a di, and a recording sheet.
3. Working with one stimulus at a time, students take turns rolling the di and answering the question prompts associated with the number they roll.
4. If students roll the same number, they can expand on what the previous answer was or choose to roll again.
5. After answering all six questions for the first stimulus, students move on to the second stimulus and repeat rolling the di and answering the question prompts.

Materials

- 2 stimuli
- Di
- Roll-A-Question: Geography recording sheet with six questions

Roll-A-Question: Geography Recording Sheet

	<i>(teacher-provided prompts with room for student answers)</i>
