

Is Social Science Analysis embedded in daily instruction?

Concept	Description	Activity/Task
Tell who, what, when, where, why?	Identify the participants, the setting, and the issues of a particular event, issue or problem.	Students identify the participants, the setting, and the issues of the court case <i>Brown v. Board of Education</i>
Develop a question	Use "who, what, where, when, why, and how" to create a question for analysis.	Students use "who, what, where, when, why, and how" to ask "How did Native Americans contribute to the war effort in WWII?"
Use primary and secondary sources	Read first and second hand information from various sources.	Students read the diary entry of a woman traveling the Oregon Trail and compare it to a textbook account of the journey.
Discuss influences on a topic from various perspectives: historical, geographical, economical, political	Discuss the various influences on particular topics in terms of how they are viewed by historians, geographers, economists, and political observers.	Students discuss and investigate how historians, geographers, economists, and political observers each view the Great Depression.
Use sources to support ideas	Find various sources of information about a topic that support a stance.	Students find pictures, articles, and books that show how humans have changed the Columbia River gorge.
Judge sources	Collect several sources and identify if they do or do not contain credible information.	Students evaluate information from environmental groups, government agencies, books and magazines in preparation for a debate concerning Wetland preservation.
Explore different points of view	Identify stakeholders or participants connected to particular events or situations and list the differences in how each group might view an event or situation.	Students compare and contrast how different groups feel about the United States going to war against Iraq.
Cause and Effect	Ask "what if" and "then what" questions about a particular event or issue and discuss the outcome or predict possible affects and effects.	Students draw a cause and effect chart that illustrates how the accounting scandals in major corporations affected the U.S. economy.
Support a conclusion or a resolution	Find evidence to support a conclusion.	Students support or dispute the statement "More money spent means students get a better education".