

5th Grade Social Science Analysis: Ways to Embed in Daily Instruction

Concept	Activity/Task Ideas
Tell who, what, when where, why	<ul style="list-style-type: none"> • Incorporate in reading. • Examine newspaper articles, copies of primary resources, written stories, social studies events to determine who, what, when, where, and why. • Other: <i>Expository Writing</i>
Identify a question/thesis	<ul style="list-style-type: none"> • Give students questions; have them determine which are best for projects. • Consider a <u>group</u> analysis project at the end of the year. • Other: <i>Read Newspaper Articles (Time for Kids), etc. Use to identify the thesis.</i>
Identify/use primary and secondary sources	<ul style="list-style-type: none"> • Tie to work on standards (multiple sources). • Use interviews, internet, photos for primary sources. • Have students distinguish between primary and secondary sources. • Other: <i>Discuss as students read text, news articles, and current events.</i>
Discuss influences on a topic from various perspectives: historical, geographical, economical, political/ explore different points of view	<ul style="list-style-type: none"> • Take different sides in historical, geographical, economical, political issues, noting influences. • Discuss different points of view in life experiences (e.g., parent's/ child's view on allowance; community issues bulletin board). • Sort quotes or statements that illustrate different points of view. • Other:
Use sources to support ideas	<ul style="list-style-type: none"> • Incorporate in writing (expository/persuasive). • Other: <i>Discuss sources used in class (SS textbooks have a source list, basal readers list original sources).</i>
Judge sources	<ul style="list-style-type: none"> • Discuss – which gives you the best information? • Other:
Understand/give examples of cause and effect	<ul style="list-style-type: none"> • Discuss cause/effect in social studies examples. • Incorporate in reading. • Other: <i>Debates</i>
Support a conclusion or a resolution	<ul style="list-style-type: none"> • Incorporate in writing. • Incorporate in <u>group</u> analysis project at the end of the year • Other: <i>Identify elements of good conclusions in reading selections (newspapers, Time for Kids, etc.)</i>