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How to Use This Book

Skill Overview—Each skill is defined on the first page of its section. This explains what the skill is and how to introduce it to students.

Complexity—The text-dependent question stems in this book are differentiated to four complexity levels. The levels roughly correlate to four grade ranges as follows:

- ☆ grades K–1
- ◯ grades 2–4
- ▢ grades 5–8
- △ grades 9–12

Implementing the Question Stems—The second page of each section contains an example question stem differentiated to all four complexity levels. This is a great way for teachers to see a model of how the leveled text-dependent questions can be used with their students.

Question Stems—Each of the 12 sections includes 10 question stems differentiated to four complexity levels for a total of 480 questions in the book. Along with a chart showing the 10 question stems, each complexity level also includes a leveled passage with sample text-dependent questions.

K–12 Alignment—The final two pages in each section include the leveled text-dependent question stems in one chart. This allows teachers to use these two pages to differentiate the text-dependent questions for their students.
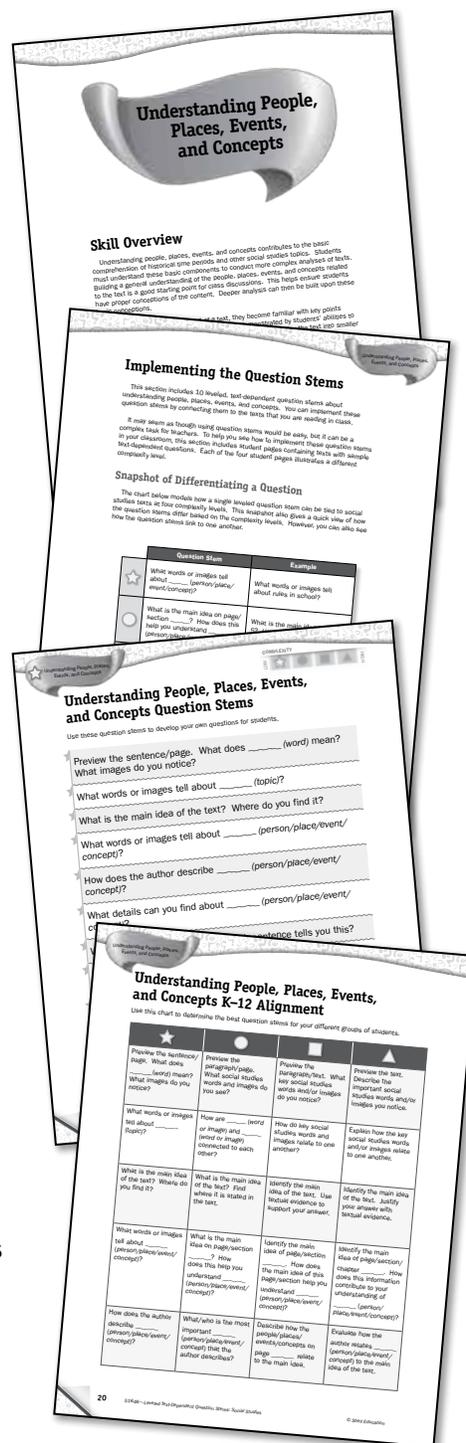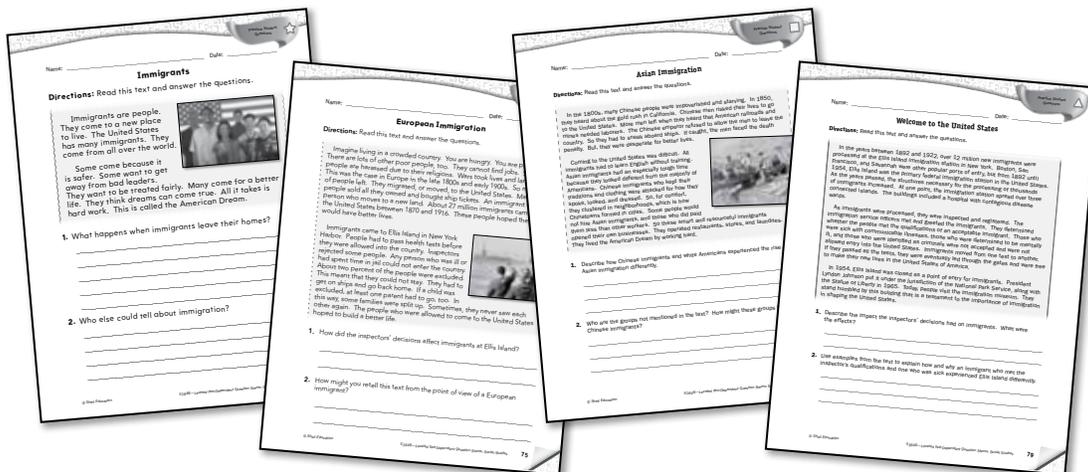
Analyzing Perspectives

Skill Overview

Analyzing multiple perspectives is an important skill when studying social studies texts. By analyzing various perspectives, students step outside the text to explore alternative solutions and varying points of view. Students must not only consider the information explicitly stated in the text, but they must also identify personal characteristics and experiences of individuals and groups that may have influenced the text. They must then analyze the text through this lens to determine how these perspectives affected it.

Analyzing perspectives challenges students to consider how one's experiences can contribute to subjectivity and bias. Identifying bias in a text is a key part of this skill. By identifying bias, students can determine which statements or details may have been left out or exaggerated to further the author's point. By considering how one's perspective affects a historical text or primary source, students can learn to apply these principles and skills to texts they encounter in their everyday lives.

Implementing the Question Stems

This section includes 10 leveled, text-dependent question stems about analyzing perspectives. You can implement these question stems by connecting them to the texts that you are reading in class.

It may seem as though using question stems would be easy, but it can be a complex task for teachers. To help you see how to implement these question stems in your classroom, this section includes student pages containing texts with sample text-dependent questions. Each of the four student pages illustrates a different complexity level.

Snapshot of Differentiating a Question

The chart below models how a single leveled question stem can be tied to social studies texts at four complexity levels. This snapshot also gives a quick view of how the question stems differ based on the complexity levels. However, you can also see how the question stems link to one another.

	Question Stem	Example
☆	Who else could tell about _____ (*event/decision*)?	Who else could tell about Pilgrims landing in the New World?
◯	How might you retell this text from the point of view of _____ (*person/group*)?	How might you retell this text from the point of view of American Indians?
☐	Retell the account of _____ (*event/decision*) from the point of view of _____ (*person/group*). How does this change the account?	Retell the account of Anne Frank from the point of view of her mother. How does this change the account?
△	Retell the account of _____ (*event/decision*) from the point of view of _____ (*person/group*). Use evidence from the text to describe how this changes the account.	Retell the account of the Battle of Waterloo from the point of view of a soldier. Use evidence from the text to describe how this changes the account.

COMPLEXITY

LOW ☆ ● ■ ▲ HIGH

Analyzing Perspectives Question Stems

Use these question stems to develop your own questions for students.

What would happen if _____ (*person/group*) did _____ (*alternative action*) instead?

Why did the author write/make _____ (*primary source document*)?

Why did _____ (*person*) write/create _____ (*primary source document*)?

What is different about how _____ (*person*) and _____ (*person*) saw _____ (*event*)?

Is anyone not in the text who should be? If so, who?

What would be different if _____ (*person*) were alive today?

What happened when _____ (*person's/group's* decision)?

How might _____ (*person*) react to _____ (*problem*)?

How could you retell _____ (*event/decision*)?

Who else could tell about _____ (*event/decision*)?

Name: _____ Date: _____

Immigrants

Directions: Read this text, and answer the questions.

Immigrants are people. They come to a new place to live. The United States has many immigrants. They come from all over the world.

Some come because it is safer. Some want to get away from bad leaders. They want to be treated fairly. Many come for a better life. They think dreams can come true. All it takes is hard work. This is called the American Dream.

1. What happens when immigrants leave their homes?

_____

_____

_____

_____

_____

2. Who else could tell about immigration?

_____

_____

_____

_____

COMPLEXITY

LOW ★ ○ ■ ▲ HIGH

Analyzing Perspectives Question Stems

Use these question stems to develop your own questions for students.

What would have happened if _____ (*person/group*) and _____ (*person/group*) switched places?

What do you know about the author of _____ (*primary source document*) that may have influenced what he/she wrote/created?

What does the text say about why _____ (*person*) wrote/ created _____ (*primary source document*)?

How did _____ (*person*) and _____ (*person*) see _____ (*event*) in different ways?

What person/group is not mentioned in the text that should be? Why might this person/group be left out?

How would _____ (*person*) react differently if he/she were alive today?

How did _____'s (*person/group*) decision affect _____ (*person/group*)?

How might different people or groups react to _____ (*problem*)?

How could you retell what happened during _____ (*event/ decision)* to make the point of view more neutral/objective?

How might you retell this text from the point of view of _____ (*person/group*)?

Name: _____ Date: _____

European Immigration

Directions: Read this text, and answer the questions.

Imagine living in a crowded country. You are hungry. You are poor.
There are a lot of other poor people, too. They cannot find jobs. Some
people are harassed because of their religious beliefs. Wars took lives
and land. This was the case in Europe in the late 1800s and early 1900s.
So millions of people left. They migrated, or moved, to the United
States. Many people sold all they owned and bought ship tickets. An
immigrant is a person who moves to a new land. About 27 million
immigrants came to the United States between 1870 and 1916. These
people hoped they would have better lives.

Immigrants came to Ellis Island in New York
Harbor. People had to pass health tests before
they were allowed into the country. Inspectors
rejected some people. Any person who was ill or
had spent time in jail could not enter the country.
About two percent of the people were excluded.
This meant that they could not stay. They had to
get on ships and go back home. If a child was
excluded, at least one parent had to go, too. In
this way, some families were split up. Sometimes, they never saw each
other again. The people who were allowed to come to the United States
hoped to build a better life.

1. How did the inspectors' decisions affect immigrants at Ellis Island?

_____

_____

2. How might you retell this text from the point of view of a European
immigrant?

_____

_____

COMPLEXITY

LOW ★ ● □ ▲ HIGH

Analyzing Perspectives Question Stems

Use these question stems to develop your own questions for students.

How might history have been different if _____ (*person/ group*) and _____ (*person/group*) switched roles?

What evidence is there that the author's experiences shaped the perspective of _____ (*primary source document*)?

Explain the historical events that happened around the time _____ (*person*) wrote/created _____ (*primary source document*). How might that have affected the author's perspective?

Describe how _____ (*person*) and _____ (*person*) experienced _____ (*event*) differently.

Who are the people/groups not mentioned in the text? How might this person/group feel about _____ (*person/place/ event/time period/concept*)?

Use evidence from the text to explain how _____'s (*person*) perspective might be different if he/she were alive today.

Explain how _____'s (*person/group*) decision impacted _____ (*person/group*).

How might various people or groups respond to the problem caused by _____ (*person/group*)?

Rewrite/rephrase this account of _____ (*event/decision*), limiting any bias.

Retell the account of _____ (*event/decision*) from the point of view of _____ (*person/group*). How does this change the account?

Name: _____ Date: _____

Asian Immigration

Directions: Read this text, and answer the questions.

In the 1800s, many Chinese people were impoverished and starving. In 1850, they heard about the gold rush in California. Chinese men risked their lives to go to the United States. More men left when they heard that American railroads and mines needed laborers. The Chinese emperor refused to allow the men to leave the country. So they had to sneak aboard ships. If caught, the men faced the death penalty. But, they were desperate for better lives.

Coming to the United States was difficult. All immigrants had to learn English without training. Asian immigrants had an especially tough time because they looked different from the majority of Americans. Chinese immigrants who kept their traditions and clothing were attacked for how they spoke, looked, and dressed. So, for comfort, they clustered in neighborhoods, which is how Chinatowns formed in cities. Some people would not hire Asian immigrants, and those who did paid them less than other workers. So these smart and resourceful immigrants opened their own businesses. They operated restaurants, stores, and laundries. They lived the American Dream by working hard.

1. Describe how Chinese immigrants and white Americans experienced the rise of Asian immigration differently.

_____

_____

_____

2. Who are the groups not mentioned in the text? How might these groups feel about Chinese immigrants?

_____

_____

_____

_____

Analyzing Perspectives Question Stems

Use these question stems to develop your own questions for students.

Hypothesize how history would have been different if _____ (*person/group*) and _____ (*person/group*) reversed roles.

What evidence exists that the author's personal characteristics or experiences shaped the perspective of _____ (*primary source document*)?

Provide examples from the text of how the author's personal experiences or current events impacted his/her objectivity while writing/creating _____ (*primary source document*).

Use examples from the text to explain how/why _____ (*person*) and _____ (*person*) experienced _____ (*event*) differently.

Explain which important people/groups are not mentioned in the text. Why are they not included? What might their opinions about _____ (*person/place/event/time period/concept*) be?

Use evidence and details from the text to describe how _____'s (*person*) perspective would be different if he/she were alive today.

Describe the impact that _____'s (*person/group*) decision had on _____ (*person/group*). What were the effects?

Describe the ways various people or groups might react differently to the problem caused by _____ (*person/group*).

Determine the bias in the text. Rewrite/rephrase the account of _____ (*event/decision*) to make it more objective.

Retell the account of _____ (*event/decision*) from the point of view of _____ (*person/group*). Use evidence from the text to describe how this changes the account.

Name: _____ Date: _____

Welcome to the United States

Directions: Read this text, and answer the questions.

In the years between 1892 and 1922, over 12 million new immigrants were processed at the Ellis Island immigration station in New York. Boston, San Francisco, and Savannah were other popular ports of entry. But from 1892 until 1954, Ellis Island was the primary federal immigration station in the United States. As the years passed, the structures necessary for the processing of thousands of immigrants increased. At one point, the immigration station spread over three connected islands. The buildings included a hospital with contagious disease wards.

As immigrants were processed, they were inspected and registered. The immigration service officers met and greeted the immigrants. They determined whether the people met the qualifications of an acceptable immigrant. Those who were sick with communicable illnesses, those who were determined to be mentally ill, and those who were identified as criminals were not accepted and were not allowed entry into the United States. Immigrants moved from one test to another. If they passed all the tests, they were eventually led through the gates and were free to make their new lives in the United States of America.

In 1954, Ellis Island was closed as a point of entry for immigrants. President Lyndon Johnson put it under the jurisdiction of the National Park Service, along with the Statue of Liberty in 1965. Today, people visit the immigration museum. They stand humbled by this building that is a testament to how immigration shaped the United States.

1. Describe the impact the inspectors' decisions had on immigrants. What were the effects?

_____

_____

_____

2. Use examples from the text to explain how an immigrant who met the inspector's qualifications experienced Ellis Island differently than one who was sick.

_____

_____

_____

_____