



collect

SOAPS graphic organizer

SOAPS is a handy graphic organizer perfect for helping kids break down primary & secondary sources. It was developed by Tommy Boyle at the University of Texas, El Paso to help integrate language arts and social studies.

It's a simple way to help kids remember to ask the right sorts of questions while analyzing a variety of documents.

- Who is the **Speaker** or creator? What do we know about this person? What role does the person play?
- What's the **Occasion**? What is happening in the primary source? What is the time and place? What is the historical context?
- Who is the **Audience**? Who do you think was intended to see this?
- What is the **Purpose** of the document? What was the creator's goal? Why was it created?
- What is the **Subject** of the document? What is the general topic and/or main idea conveyed?

For older kids, you may want to pump it up a bit to **SOAPSTone**:

- What is the **Tone**? What is the attitude of the document's creator? What emotions are created by the document? Examine the choice of words and imagery used.



Dwight Eisenhower. June 6, 1944. Letter to D-Day invasion forces

The idea is simple. Use the **C4 Framework** as a handy structure for developing your lesson and unit instructional designs:

- ▶ **Collect**
create problems, develop questions, gather information
- ▶ **Collaborate**
work together, pool resources, share ideas
- ▶ **Create**
construct solutions, solve problems, generate products
- ▶ **Communicate**
tell the story, share results, transfer knowledge

Align your use of the **SOAPS** strategy with the *Common Core Literacy and NCSS College, Career, and Civic Life Framework for Inquiry* standards listed below.

Find additional C4 resources at www.c4framework.com.



Get even more goodies and contact me:

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Common Core

- ▶ **RH. 6-8.1**
Cite specific textual evidence to support analysis of primary and secondary sources
- ▶ **RH. 9-10.8**
Assess the extent to which the reasoning and evidence in a text support the author's claims
- ▶ **RH. 11-12.9**
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

College, Career, & Civic Life

- ▶ **D2. His. 6.3-5**
Describe how people's perspectives shaped the historical sources they created
- ▶ **D2. His. 11.6-8**
Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified
- ▶ **D2. His. 1.9-12**
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts