

Political Cartoon Analysis Worksheet

Name: _____ Date: _____ Class: _____

Directions: For the political cartoon at the bottom right of the page, answer all of the following questions that apply.

Political Cartoon 1 - Level 1

Visuals	Words (not all include words)
<p>1. List the objects or people you see in the cartoon.</p>	<p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p>

Level 2

Visuals	Words (not all include words)
<p>4. Which of the objects on your list are symbols? What do you think each symbol means?</p>	<p>5. Which words or phrases in the cartoon appear to be most significant? Why do you think so?</p> <p>6. List adjectives that describe the emotions portrayed in the cartoon.</p>

Level 3

<p>7. Describe the action that is taking part in the cartoon.</p> <p>8. Explain how the words in the cartoon clarify the symbols.</p> <p>9. Explain the message of the cartoon.</p> <p>10. What special interests groups would agree/disagree with the cartoon's message? Why?</p>
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Interpreting Political Cartoons Activity 12 Answers

**John Hattie, Julie Stern, Douglas
Fisher, Nancy Frey**



Interpreting Political Cartoons Activity 12 Answers

American Republic to 1877, Interpreting Political Cartoons McGraw-Hill Staff, 2002-06 Contains 36 reproducible activity pages each including one political cartoon short summary of the issue being addressed and questions for analysis and critical thinking

Representing Congress Clifford K. Berryman, James Zimmerhoff, 2017-08-30 INTRODUCTION Representing Congress presents a selection of political cartoons by Clifford K Berryman to engage students in a discussion of what Congress is how it works and what it does It features the masterful work of one of America's preeminent political cartoonists and showcases his ability to use portraits representative symbols and figures and iconic personifications to convey thought provoking insights into the institutions and issues of civic life The House of Representatives and Senate take center stage as national elected officials work to realize the ideals of the Founders This eBook is designed to teach students to analyze history as conveyed in visual media The cartoons offer comments about various moments in history and they challenge the reader to evaluate their perspective and objectivity Viewed outside their original journalistic context the cartoons engage and amuse as comic art but they can also puzzle a reader with references to little remembered events and people This eBook provides contextual information on each cartoon to help dispel the historical mysteries Berryman's cartoons were originally published as illustrations for the front page of the Washington Post and the Washington Evening Star at various dates spanning the years from 1896 to 1949 Thirty nine cartoons selected from the more than 2 400 original Berryman drawings preserved at the Center for Legislative Archives convey thumbnail sketches of Congress in action to reveal some of the enduring features of our national representative government For more than 50 years Berryman's cartoons engaged readers of Washington's newspapers illustrating everyday political events as they related to larger issues of civic life These cartoons promise to engage students in similar ways today The cartoons intrigue and inform puzzle and inspire Like Congress itself Berryman's cartoons seem familiar at first glance Closer study reveals nuances and design features that invite in depth analysis and discussion Using these cartoons students engage in fun and substantive challenges to unlock each cartoon's meaning and better understand Congress As they do so students will develop the critical thinking skills so important to academic success and the future health and longevity of our democratic republic

2 R E P R E S E N T I N G C O N G R E S S SHOW THIS eBOOK IS ORGANIZED This eBook presents 39 cartoons by Clifford K Berryman organized in six chapters that illustrate how Congress works Each page features one cartoon accompanied by links to additional information and questions TEACHING WITH THIS eBOOK Representing Congress is designed to teach students about Congress its history procedures and constitutional roles through the analysis of political cartoons Students will study these cartoons in three steps Analyze each cartoon using the NARA Cartoon Analysis Worksheet Analyze several cartoons to discuss how art illustrates civic life using Worksheet 2 Analyze each cartoon in its historic context using Worksheet 3 optional Directions 1 Divide the class into small groups and assign each group to study one or more cartoons in the chapter Congress and the Constitution 2 Instruct each group to complete Worksheet 1 Analyzing Cartoons Direct each group to share their analysis with the whole class 3 Instruct each group to complete Worksheet 2 Discussing Cartoons Students should apply the questions to all of the cartoons in the chapter Direct each group to share their analysis in a whole class discussion of the chapter 4 Repeat the above steps with each succeeding chapter 5 Direct each group to share what they have learned in the preceding activities in a whole class discussion of Congress and the Constitution 6 Optional Activity Assign each group to read the Historical Context Information statement for their cartoon The students should then use the Historical Context

Herblock's History Herbert Block,2000 Herblock s History is an article written by Harry L Katz that was originally published in the October 2000 issue of The Library of Congress Information Bulletin The U S Library of Congress based in Washington D C presents the article online Katz provides a biographical sketch of the American political cartoonist and journalist Herbert Block 1909 2001 who was known as Herblock Block worked as a cartoonist for The Washington Post for more than 50 years and his cartoons were syndicated throughout the United States Katz highlights an exhibition of Block s cartoons that was on display at the U S Library of Congress from October 2000 Images of selected cartoons by Block are available online

The New Nationalism Theodore Roosevelt,1910

Social Studies and Diversity Education Elizabeth E. Heilman,Ramona Fruja Amthor,Matthew T. Missias,2010 This resource features ideas from over one hundred of our nation s teacher educators reflecting on their best practices and offering specific strategies through which future teachers learn to teach

Elections: Levels 6-12 Kathleen Kopp,2007

Supporting Reading in Grades 6-12 Sybil M. Farwell,Nancy L. Teger,2012-06-11 This book presents a curricular framework for students grades 6 12 that school librarians and teachers can use collaboratively to enhance reading skill development promote literature appreciation and motivate young people to incorporate reading into their lives beyond the required schoolwork Supporting Reading Grades 6 12 A Guideaddresses head on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students motivation and test scores The book provides a comprehensive framework for achieving this the READS curriculum which stands for Read as a personal activity Explore characteristics history and awards of creative works Analyze structure and aesthetic features of creative works Develop a literary based product and Score reading progress Each of these five components is explained thoroughly describing how school librarians can encourage students to read as individuals in groups and as school communities support classroom teachers instruction and connect students to today s constantly evolving technologies Used in combination with an inquiry information skills model the READS curriculum enables school librarians to deliver a dynamic balanced library program that addresses AASL s Standards for the 21st Century Learner

Visible Learning for Social Studies, Grades K-12 John Hattie,Julie Stern,Douglas Fisher,Nancy Frey,2020-04-07 Help students move from surface level learning to the transfer of understanding How do social studies teachers maximize instruction to ensure students are prepared for an informed civic life VISIBLE LEARNING for Social Studies Grades K 12 shows how the field is more than simply memorizing dates and facts it encapsulates the skillful ability to conduct investigations analyze sources place events in historical context and synthesize divergent points of view The Visible Learning framework demonstrates that learning is not an event but rather a process in which students move from surface level learning to deep learning and then onto the transfer of concepts skills and strategies Encouraging learners to explore different facets of society history geography and more best practices for applying visible learning to social studies curriculum are presented through A scaffolded approach including surface level learning deep learning and transfer of learning Examples of strategies lessons and activities best suited for each level of learning Planning tools rubrics and templates to guide instruction Teachers must understand the impact they have on students and select approaches to maximize that impact This book will guide you through the process of identifying the right strategy for the right time to successfully move students through surface deep and transfer learning

They Called Us Enemy - Expanded Edition George Takei,Justin Eisinger,Steven Scott,2020-08-26 The New York Times bestselling graphic memoir from actor author activist George Takei returns in a deluxe edition with 16 pages of bonus material Experience the forces that shaped an American icon and America itself in this gripping tale of courage country loyalty and love George Takei has captured hearts and minds worldwide with his magnetic performances sharp wit and outspoken commitment to equal rights But long before he braved new frontiers in STAR TREK he woke up as a four year old boy to find his own birth country at war with his father s and their entire family forced from their home into an uncertain future In 1942 at the order of President Franklin D Roosevelt every person of Japanese descent on the west coast was rounded up and shipped to one of ten relocation centers hundreds or thousands of miles from home where they would be held for years under armed guard THEY CALLED US ENEMY is Takei s firsthand account of those years behind barbed wire the terrors and small joys of childhood in the shadow of legalized racism his mother s hard choices his father s tested faith in democracy and the way those experiences planted the seeds for his astonishing future What does it mean to be American Who gets to decide George Takei joins cowriters Justin Eisinger Steven Scott and artist Harmony Becker for the journey of a lifetime

Reading Activities in Content Areas Dorothy Piercey,1982

Proofreading, Revising & Editing Skills Success in 20 Minutes a Day Brady Smith,2017 In this eBook you ll learn the principles of grammar and how to manipulate your words until they re just right Strengthen your revising and editing skills and become a clear and consistent writer

The Holocaust ,1997 Jewish life before the Holocaust Kristallnacht Warsaw Ghetto uprising Auschwitz Final solution Nuremberg Trials Ghettos Treblinka Pogrom Nazis or Nazi regime

Letters from a Farmer in Pennsylvania, to the Inhabitants of the British Colonies John Dickinson,1903

Close Reading with Paired Texts Level 3: Engaging Lessons to Improve Comprehension Oczkus, Lori,2017-03-01 Prepare third grade students for college and career readiness with this content packed resource Authored by Lori Oczkus and Timothy Rasinski this resource includes 12 units across the four content areas of language arts science social studies and mathematics Each unit incorporates close reading paired fiction and nonfiction text passages text dependent questions comparing and contrasting text and hands on activities to unify each week s worth of lessons Differentiation and reciprocal teaching strategies and assessment options are also included within each unit to tailor to multiple intelligences and monitor students progress

The American Journey Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003

Close Reading with Paired Texts Level 3 Lori Oczkus,Timothy Rasinski,2015-06-01 Teach third grade students close reading strategies that strengthen their fluency and comprehension skills Students will read and analyze various types of texts to get the most out of the rich content Their reading skills will improve as they answer text dependent questions compare and contrast texts and learn to use close reading strategies on their own The lessons are designed to make close reading strategies accessible interactive grade appropriate and fun The lesson plans are easy to follow and offer a practical model built on research based comprehension and fluency strategies

U.S. History Detective Steve Greif,2015-08-01

I Was Their American Dream Malaka Gharib, 2019-04-30 A portrait of growing up in America and a portrait of family that pulls off the feat of being both intimately specific and deeply universal at the same time I adored this book Jonny Sun A high spirited graphical memoir Gharib s wisdom about the power and limits of racial identity is evident in the way she draws NPR WINNER OF THE ARAB AMERICAN BOOK AWARD NAMED ONE OF THE BEST BOOKS OF THE YEAR BY NPR The New York Public Library Kirkus Reviews I Was Their American Dream is at once a coming of age story and a reminder of the thousands of immigrants who come to America in search for a better life for themselves and their children The daughter of parents with unfulfilled dreams themselves Malaka navigated her childhood chasing her parents ideals learning to code switch between her family s Filipino and Egyptian customs adapting to white culture to fit in crushing on skater boys and trying to understand the tension between holding onto cultural values and trying to be an all American kid Malaka Gharib s triumphant graphic memoir brings to life her teenage antics and illuminates earnest questions about identity and culture while providing thoughtful insight into the lives of modern immigrants and the generation of millennial children they raised Malaka s story is a heartfelt tribute to the American immigrants who have invested their future in the promise of the American dream Praise for I Was Their American Dream In this time when immigration is such a hot topic Malaka Gharib puts an engaging human face on the issue The push and pull first generation kids feel is portrayed with humor and love especially humor Gharib pokes fun at all of the cultures she lives in able to see each of them with an outsider s wry eye while appreciating them with an insider s close experience The question of What are you has never been answered with so much charm Marissa Moss New York Journal of Books Forthright and funny Gharib fiercely claims her own American dream Booklist Thoughtful and relatable this touching account should be shared across generations Library Journal This charming graphic memoir riffs on the joys and challenges of developing a unique ethnic identity Publishers Weekly

Close Reading with Language Arts Paired Texts Lori Oczkus, Timothy Rasinski, 2015-06-26 Use these level 3 paired texts to test your students understanding of the key ideas details and text structures Students will also be assessed on their ability to evaluate and draw reasonable conclusions about the text

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Why We Do What We Do: Understanding Self-Motivation The bottom line: we do what we do because we have some basic need for freedom, to express ourselves authentically, to be the unique person we just plain ARE. Why We Do What We Do: Understanding Self-Motivation People do things effectively -- whether it is to work, to learn, or to cooperate in any social relationship -- when they are "self-motivated". This means they ... Why We Do What We Do: Understanding Self-Motivation Explaining the reasons why a task is important and then allowing as much personal freedom as possible in carrying out the task will stimulate interest and ... Why We Do What We Do Summary Being intrinsically motivated is better for our mental health, because we feel more in control, and we understand why we're doing what we're doing. We don't ... Why We Do What We Do: Understanding Self-Motivation ... The bottom line: we do what we do because we have some basic need for freedom, to express ourselves authentically, to be the unique person we just plain ARE. Why We Do What We Do by Edward L. Deci, Richard Flaste Aug 1, 1996 — The best way to motivate people—at school, at work, or at home—is to support their sense of autonomy. Explaining the reasons why a task is ... Why We Do What We Do - Understanding Self-Motivation ... Sep 13, 2018 — Autonomy fuels growth and health because it allows people to experience themselves as themselves, as the initiators of their own actions. How ... Why We Do What We Do: Understanding Self-Motivation Self-Determination is a leading theory in human motivation that explains how people as active organisms, have evolved tendencies toward growing, mastering ... Why We Do What We Do: Understanding Self-Motivation Why We Do What We Do: Understanding Self-Motivation. Social Psych, Decision Science ... Why We Do What We Do: Understanding Self-Motivation. Edward Deci. kindle ... Unit 19 Motor Controls Flashcards HVAC Unit 19 Review Questions and Review Test. Learn with flashcards, games, and more — for free. Unit 19 Motor controls Flashcards Study with Quizlet and memorize flashcards containing terms like The recommended repair for a defective relay is to, What components can be changed on a ... Section 4: Electric Motors Unit 19: Motor Controls - Studylib Section 4: Electric Motors Unit 19: Motor Controls Objectives • After studying this unit, you should be able to: - Describe the differences between a relay, ... SECTION 4 ELECTRIC MOTORS UNIT 19 ... List the basic components of a contactor and starter. •. Compare two types of external motor overload protection. •. Describe conditions that must be considered ... Unit 19 Motor Controls Quizlet 5 days ago — Unit 19 Motor Controls Quizlet. Electric Motor Control - 10th Edition - Solutions and Answers | Quizlet Find step-by-step solutions and ... SECTION 4 ELECTRIC MOTORS UNIT 19 ... Jun 1, 2012 — SECTION 4 ELECTRIC MOTORS UNIT 19 MOTOR CONTROLS. UNIT OBJECTIVES. Describe the differences

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