

Social Studies Summer Enrichment

11th and 12th Grade



History Summer Enrichment Activities

For junior and senior students, being able to interpret political cartoons and historical documents will be important in any history class in which they are enrolled. In order to practice these skills, we have put together a short activity. In addition to the resources here, these activities can be applied to any current political cartoons or present day political writing.

Interpreting Political Cartoons

The following link will take students to a collection of political cartoons from the 1920s. Please read the introduction and then look at each cartoon. Use the following Cartoon Analysis WS to determine what message the artist was trying to express.

<http://americainclass.org/sources/becomingmodern/prosperity/text1/politicalcartoons.pdf> ← Cartoons

Using Primary Resources

The following link will take students to a collection of newspaper articles written about the Supreme Court's Dred Scott Decision. The papers can be sorted by date or by party and newspaper. Compare how the different political parties describe the event and aftermath. Each paper's name is followed by the political party it was written for. Use the following SOAPSTONE sheet to help interpret some examples.

<http://history.furman.edu/editorials/see.py?menu=dsmenup&sequence=dsmenup&location=%3E%20Dred%20Scott%20> ← Dred Scott Newspaper Articles

Cartoon Analysis Worksheet

Level 1	
Visuals 1. List the objects or people you see in the cartoon.	Words (not all cartoons include words) 1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals 2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	Words 4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. Who would agree/disagree with the cartoon's message? Why?	(This section is currently blank for student input.)

SOAPSTone WORKSHEET

(The following two pages are an AP graphic organizer to be used for primary document analysis within the lesson)

S	What is the <u>subject</u> of the piece? What are the general topics/and/or/ideas contained in the text?	
O	What is the occasion? What are the time, place, and setting of the piece?	
A	Who is the audience? To whom is the piece directed?	
P	What is the purpose? What is the purpose or reason this piece was written?	
S	Who is the speaker? Who is the voice that tells the story?	
Tone	What is the tone of the piece? What is the attitude or emotional characteristics present in the piece?	

SOAPSTone DESCRIPTION

Who is the Speaker?

- The voice that is speaking. Identification of the historical person (or group of people) who created the primary source.
- What do we know about this historic or contemporary person?
- What role does he play in an historic event?

What is the Occasion?

- What is the time and place? The context in which the primary source was created?
- What is the Geographic and Historic intersection at which this source was produced?

Who is the Audience?

- The readers to whom this document is directed.
- The audience may be one person, a small group, or a large group; it may be a certain person or a certain people.

What is the Purpose?

- What is the reason behind the text
- Why was it written?
- What goal did the author have in mind?

What is the Subject?

- What is the general topic, content, or idea contained in the text?
- Summarize in a few words or phrase.

What is the Tone?

- What is the attitude expressed by the speaker?
- Examine the choice of words, emotions expressed, imagery used to determine the speaker's attitude.