

Social Studies Skill Development
Instructional Strategies Toolbox

Skill	Prerequisite Skills	Reading Strategy	Graphic Organizer / Thinking Map	Activity
Describe	Vocabulary	KIM Chart Frayer Model GIST strategy (https://greatmiddleschools.org/toolkits/reading/get-the-gist)	Circle Map	Teach through Reciprocal Teaching rather than lecture. Create description through synthesis of multiple sources (i.e. maps, pictures, articles).
Explain	Vocabulary Sequencing	Frayer Model (vocab dev.) Reciprocal Teaching	Circle Map Flow Map	Teach through Reciprocal Teaching rather than lecture. Create explanation of a concept or process through synthesis of multiple sources (i.e. maps, pictures, articles, graphs, charts).
Cause – Effect <i>Explain the impact</i> <i>Describe the influence</i>	Sequencing	Concept or Mind Mapping (https://katierener.weebly.com/concept-mapping.html)	Multi-Flow Map Fishbone Graphic Organizer	Predict Develop a solution Economics Storyboard
Compare / Contrast	Describe Categorize	Graphic Organizers combined with probing questions (G.O. may only assist with identification and description) Comparative Reading http://www.ascd.org/publications/books/110126/chapters/Section-1@-Why-Compare-%26-Contrast%2%A2.aspx	Tree Map (categorize) Double Bubble Map Venn Diagram	Advising on multiple solutions (Problem / Solution Frame Template)
Analyze	Compare / Contrast	Comparative reading Thru the lens of Create metaphors Read with resistance – what do we disagree with? http://www.tulane.edu/~writing/pdfs/TeachAnalysis.pdf	Brace Map Bridge Map (students create metaphors to extend on a text)	Taking Sides Display Debate

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<p>Interpret <i>Political Cartoon</i> <i>Chart</i> <i>Graph</i> <i>Map</i></p>	<p>Vocabulary Literary skills – symbolism, irony, sarcasm Comparison</p>	<p>SOAPStone: https://apcentral.collegeboard.org/courses/resources/soapstone-strategy-reading-and-writing Cartoon analysis & literary skills: teachinghistory.org</p>	<p>Varied tools – depends on the task developed around use of these docs.</p>	<p>Read an article on the topic and then re-write the speech bubbles for a political cartoon. Write a response to a political cartoon.</p>
<p>Primary Sources <i>Photograph</i> <i>Object</i> <i>Poster</i> <i>Map</i> <i>Cartoon</i> <i>Artwork</i></p>		<p>National Archives Artifact Analysis Sheets: https://www.archives.gov/education/lessons/worksheets Stanford History Education Group: Reading Like a Historian: https://sheg.stanford.edu/ Library of Congress http://www.loc.gov/teachers/</p>	<p>Varied tools – depends on the task developed around use of these docs.</p>	<p>DBQs Inquiry Based / Problem Based / Project Based Learning Online Tools: https://www.docsteach.org/ https://www.archives.gov/education/lessons/worksheets</p>

Other Resources:

Reading Strategies: <https://greatmiddleschools.org/toolkits/reading/> This site includes online PD, teacher and student tools, videos.

Effective Use of Graphic Organizers & Thinking Maps

Graphic Organizers are often used as an alternative method of note taking. However, the level of student thinking is still the same as traditional note taking – receipt of information. Effective use of graphic organizers and thinking maps requires students to be active thinkers.

Key Traits of Effective Instruction with Graphic Organizers Include:

1. **Student Driven:** Students determine how and where to place information in a Graphic Organizer
2. **Flexibility:** Students may draw, create or add to a Graphic Organizer. Anchor charts that model the thinking behind a particular organizer may be present to facilitate student thinking and creation.
3. **Extends Thinking:** The Graphic Organizer should have a Frame of Reference Question or Conclusion prompt that requires application, synthesis or analysis of information from within the organizer. Questions should support and aligned to the standard and/or learning target while facilitating depth of thinking.
4. **Skill Aligned:** Each Graphic Organizer should be aligned to the specific skill and level of thinking required by the standard or learning target. Students should know that certain organizers help them develop each type of thinking and be able to choose an appropriate organizer or thinking map.

Additional Traits of Effective Instruction with Graphic Organizers:

1. **Color** – Students may use color to organize, highlight and extend thinking.
2. **Layers** – Students may begin with a circle map and use color or other methods to categorize (extending to Tree Map level thinking) and then draw connections between (extend to Double Bubble level thinking) and so forth.
3. **Foundational** – The thinking map or graphic organizer may be the foundation to a larger demonstration of thinking and learning such as a writing piece, debate, discussion or project.

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DESCRIBE

KIM Chart for Vocabulary Words

Note: A Memory Clue can be anything that will help you remember the word. It could be a picture, sentence, etc.

K Key Idea/Vocabulary Word	I Information/ Definition	M Memory Clue

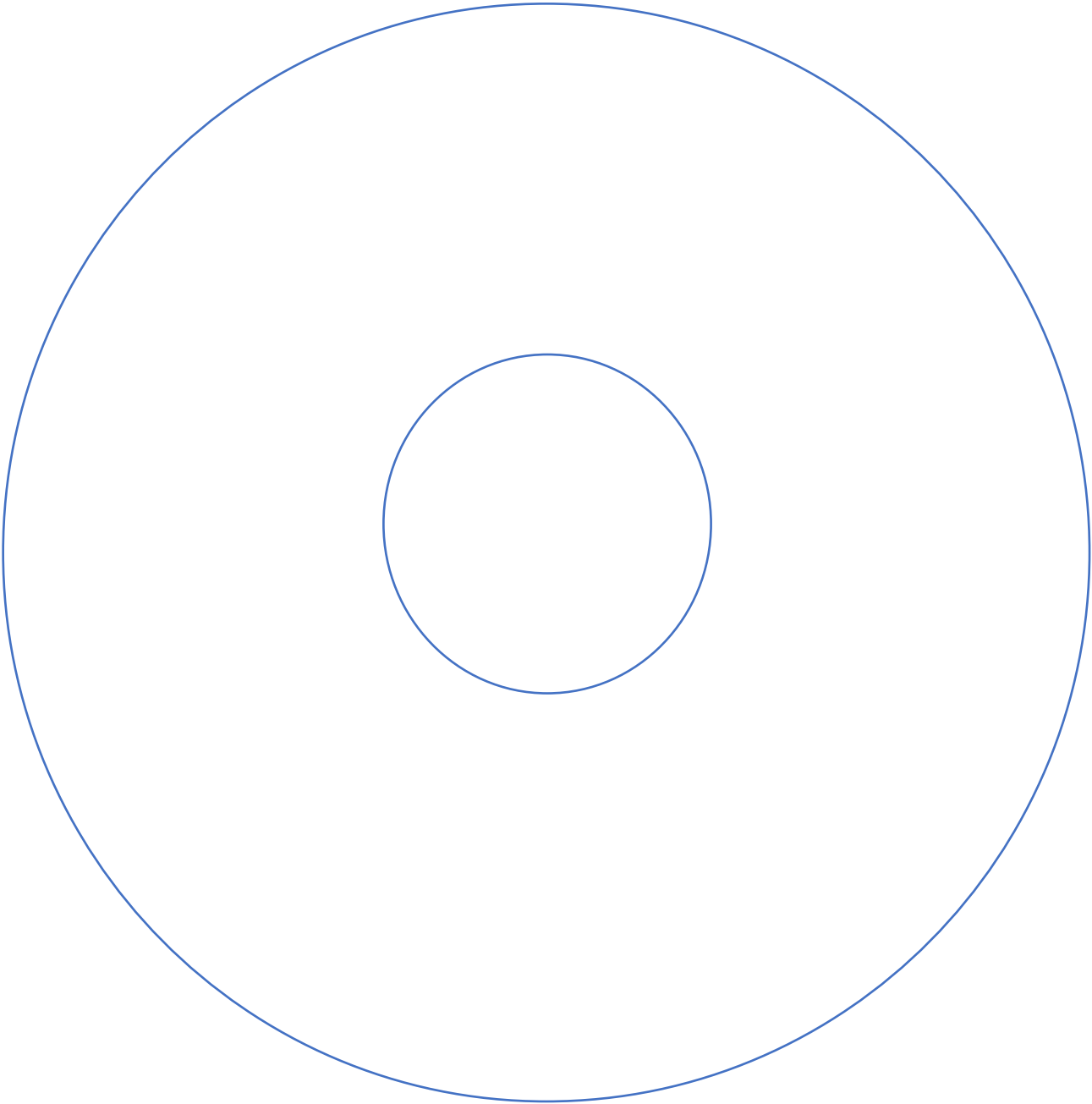
FRAYER MODEL

Definition	Characteristics

Definition	Characteristics

Frame of Reference Question Here

Answer



Answer

Answer

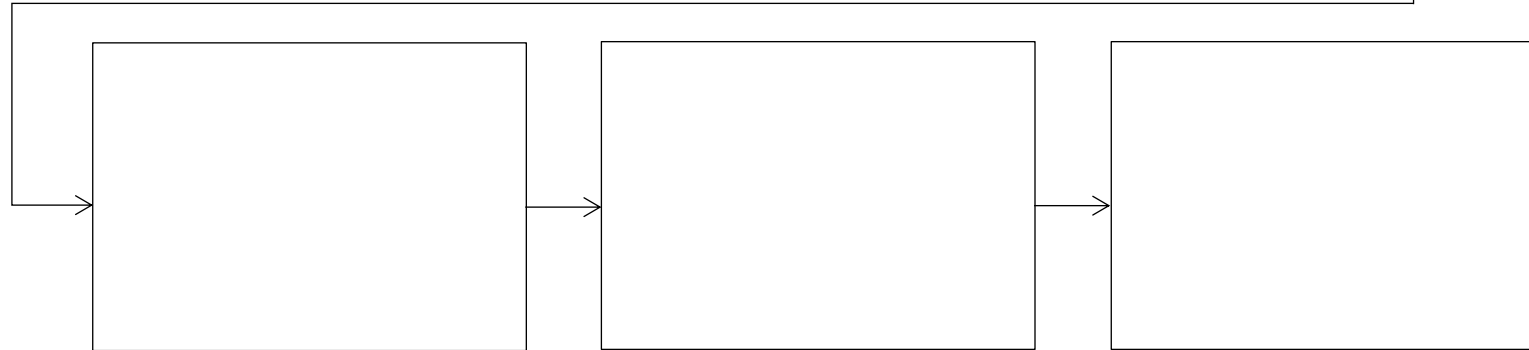
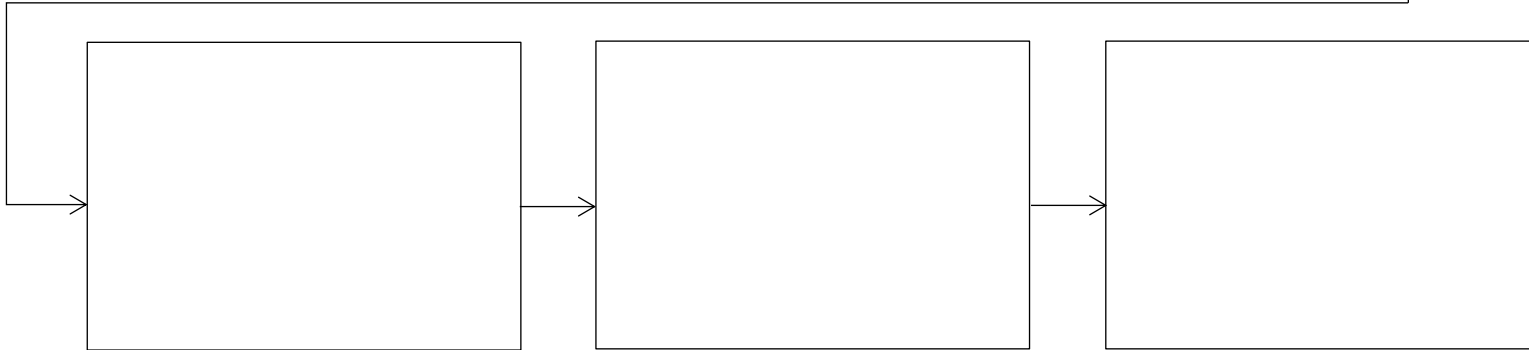
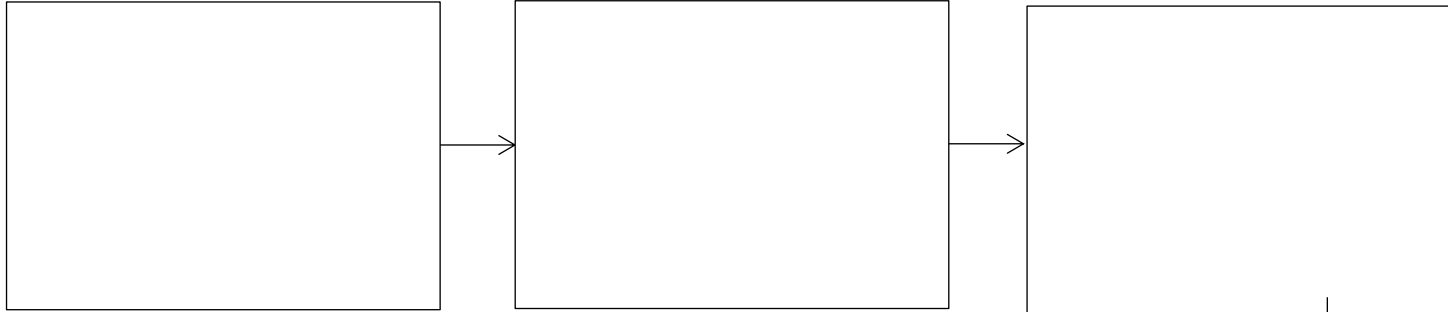
Social Studies Skill Development
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EXPLAIN

Frame of Reference
Question Here

Title:

Answer



Answer

Answer

Model Reciprocal Teaching Lesson

Reciprocal teaching is a research-based strategy that reinforces / teaches reading good reading strategies. Implementing this in a content area class allows students to learn from a text rather than from lecture and notes. Based on John Hattie's research, Reciprocal Teaching has an effect size of .74, meaning that when the strategy is used with fidelity, students can grow more than typical in a single year (.40 is typical growth). Additionally, Reciprocal Teaching is when a teacher serves as an "activator" for student learning, which goes beyond being a facilitator. Reciprocal Teaching captures several research-based strategies into a sequence of learning, culminating with a summary of learning, which is supported by Marzano as another high quality, research-based strategy. These make Reciprocal Teaching a powerful instructional strategy to build student's ability to learn from a text and apply their learning through explanation.

This model lesson was designed for a class with special education students as well as students with low reading scores. The article and questions can be changed to increase the difficulty level; however, the model of using Reciprocal Teaching to facilitate active reading for learning content is illustrated. The resources for the lesson below may be found at:

<https://drive.google.com/open?id=1wDxdMj27htOq77RTNvSH946bE6YqWGzL>

Georgia Standards of Excellence:

SS8H9 Describe the role of Georgia in WWII.

- a) Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.
- b) Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.

Essential Question: How was Georgia involved with World War II?

The image shows four slides from a presentation, each with a wooden floor background at the bottom. Slide 1 is the title slide: "HOW WAS GEORGIA INVOLVED WITH WORLD WAR II?" with the standard "STANDARD H9: DESCRIBE THE ROLE OF GEORGIA IN WORLD WAR II" below it. Slide 2 is titled "WARM UP" and contains a "Predict:" section with a question: "What resources and industries does Georgia have today that might be useful for the country or state during a war?". Slide 3 is titled "MINI LESSON" and contains an "Overarching Goal:" and a bullet point: "I can DESCRIBE the CAUSES of the U.S. joining World War II and EXPLAIN how Georgia was IMPACTED by the war." Slide 4 is titled "LEND - LEASE" and contains a bullet point: "We are going to read a brief article about how the U.S. got involved in the war. Based on the title above, what predictions do you have about how the U.S. helped in the war effort?" followed by two sub-bullets: "1 minute – talk to the person in front/behind you" and "1 minute – list as many as we can on the board so we can check to see if we are right later in the lesson".

1

2

3

4

LEND - LEASE

- We are going to read the article twice today –
- 1.) The first time I will read aloud and I want you to circle any word that sounds unfamiliar or important (a “how” the US helped in the war).
 - Share as we read – which ones are essential for meeting our goal today?
- 2.) Number the paragraphs – which paragraphs do we need to focus on? Read only those paragraphs independently.

GOAL: I can **DESCRIBE** the **CAUSES** of the **U.S. joining** World War II

5

*

LEND - LEASE

- In the margin beside each paragraph write **ONE** question. These questions should begin with one of these stems (you don't have to use them all, but you cannot repeat one):
 - **Why did...?**
 - **How did...?**
 - **What if...?**
 - **Asks a question that can be answered from the text/these paragraphs.**
- Be ready to share and discuss one of your questions.

6

MINI LESSON

- **Overarching Goal:**
- I can **DESCRIBE** the **CAUSES** of the **U.S. joining** World War II and **EXPLAIN** how **Georgia** was **IMPACTED** by the war.
- We will come back to the article, but we need to look at how Georgia was impacted by the war. Flip your article to a brief notes page.

7

GEORGIA AND WORLD WAR II

“PRE” WAR: LEND-LEASE ACT

- Georgia had production plants for military supplies and weapons.
- These could be sold to our European allies.

How did this impact Georgia's economy?

AT WAR: POST PEARL HARBOR

- Continued to provide military supplies & weapons
 - Bell Bomber Plant – employed 28,000 people, built B-29 bomber airplanes
 - Savannah & Brunswick shipyards – built 200 “Liberty” ships
- Military Bases
 - Trained & Provided soldiers
 - Housed Prisoners of War

8

*

CLOSING EXIT TICKET

- Write a 5 sentence summary, not counting the sentence starter. Copy the BLUE phrases and extend in your own words using the questions to guide.
- Georgia played an important role leading up to and during World War II.
- 1 - How did the U.S. support the war at first? (Use a specific detail from the text.)
- 2 - **However**, (what caused the U.S. to join the war? Use specific detail from the text.)
- 3 & 4 – How did Georgia help fight the war? (two sentences with details from notes)
- 5 – Georgia's role in the war impacted Georgia because...

9

HANDOUTS & EXTRA RESOURCES

10

GEORGIA AND WORLD WAR II NOTES

“PRE” WAR:

- Georgia had production _____ for military _____ and _____.
- These could be _____ to our European allies.

How did this impact Georgia's economy?

AT WAR: POST

- Continued to provide military supplies & weapons
 - _____ Plant – employed 28,000 people, built _____ airplanes
 - Savannah & Brunswick shipyards – built 200 “_____” ships
- Military Bases
 - Trained & Provided _____
 - Housed _____ of War

11

*

EXTRA RESOURCES

- As we watch the video, see if you can identify key ways the U.S. joined the war.

• <https://www.youtube.com/watch?v=ljDyho6AZ6A>

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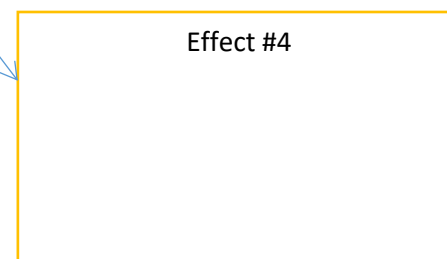
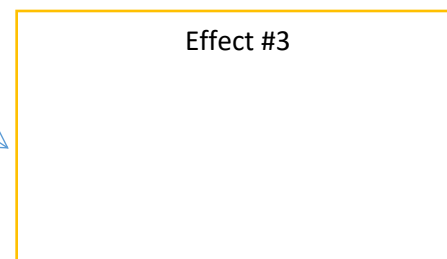
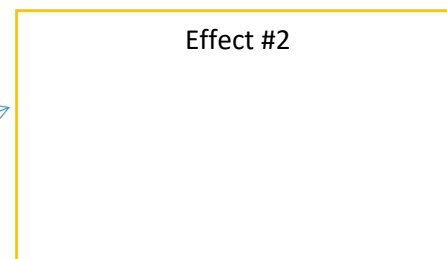
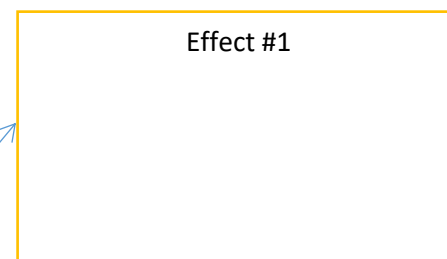
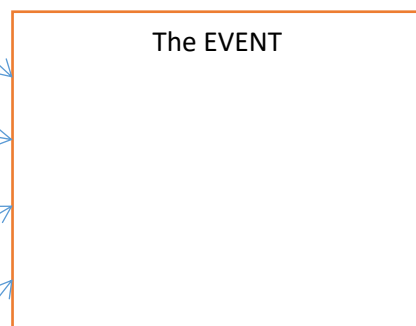
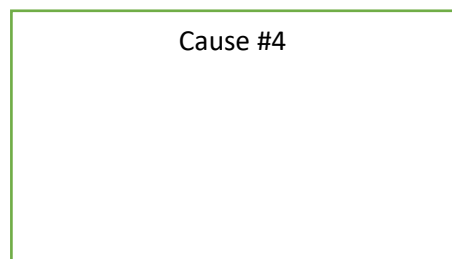
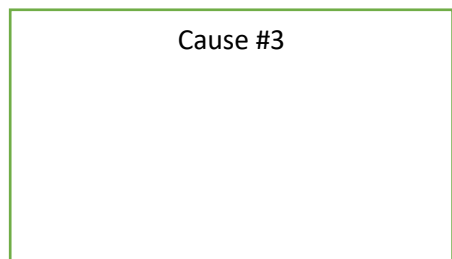
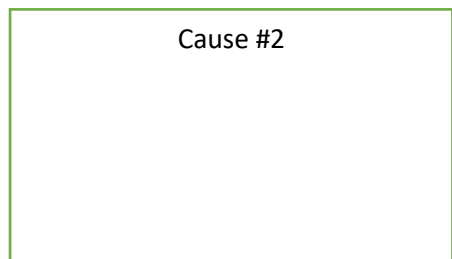
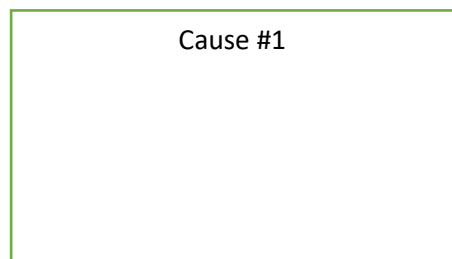
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CAUSE - EFFECT

Frame of Reference
Question:

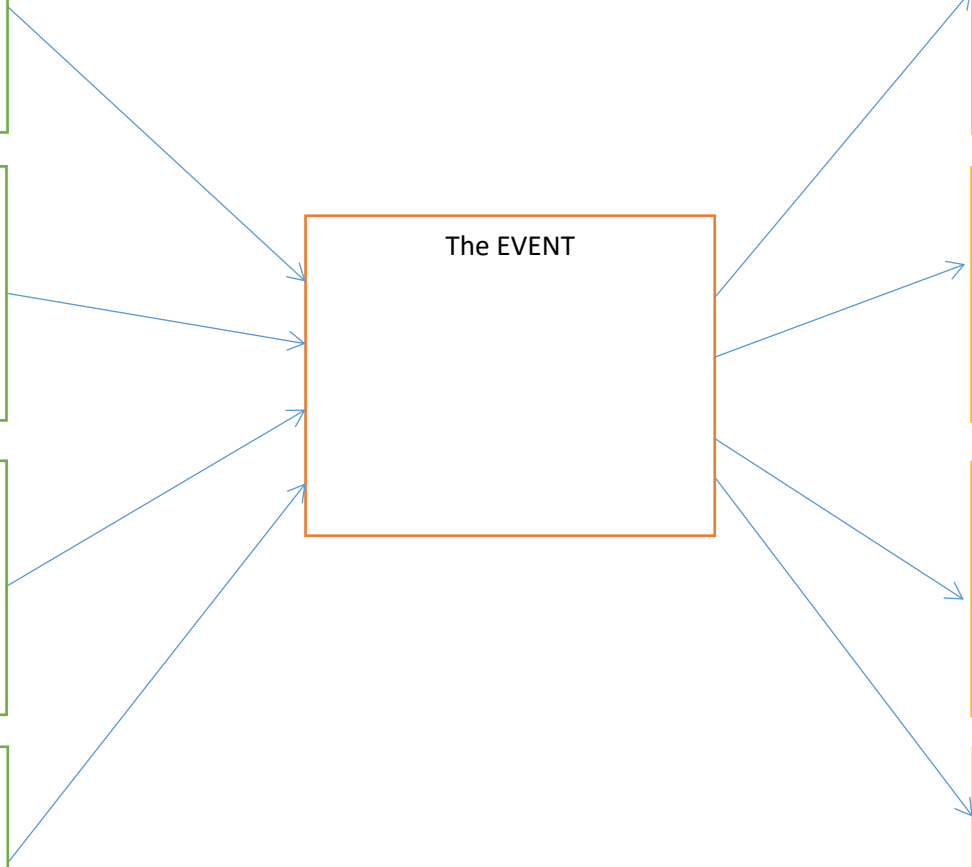
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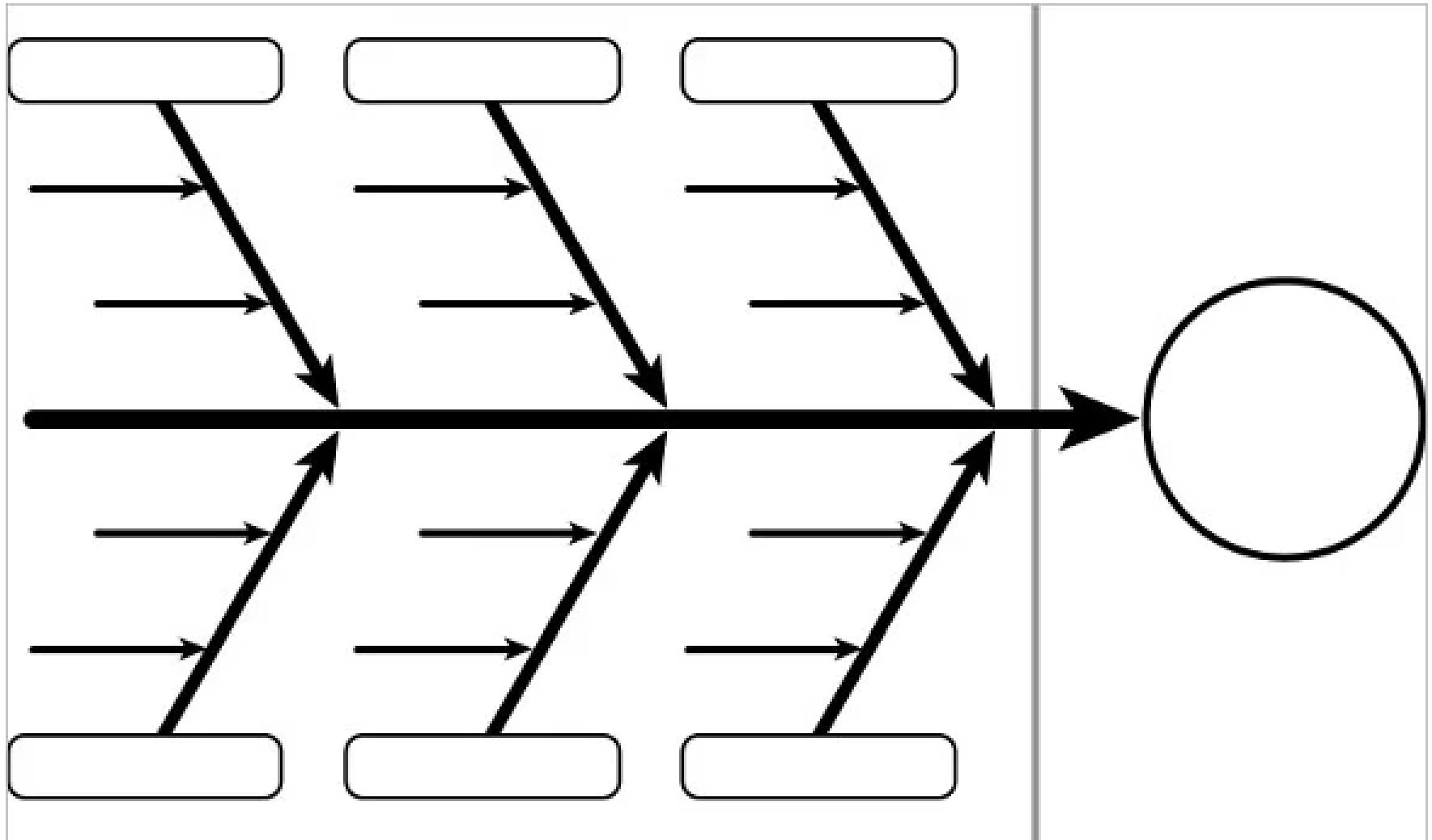
Answer



Answer

Answer

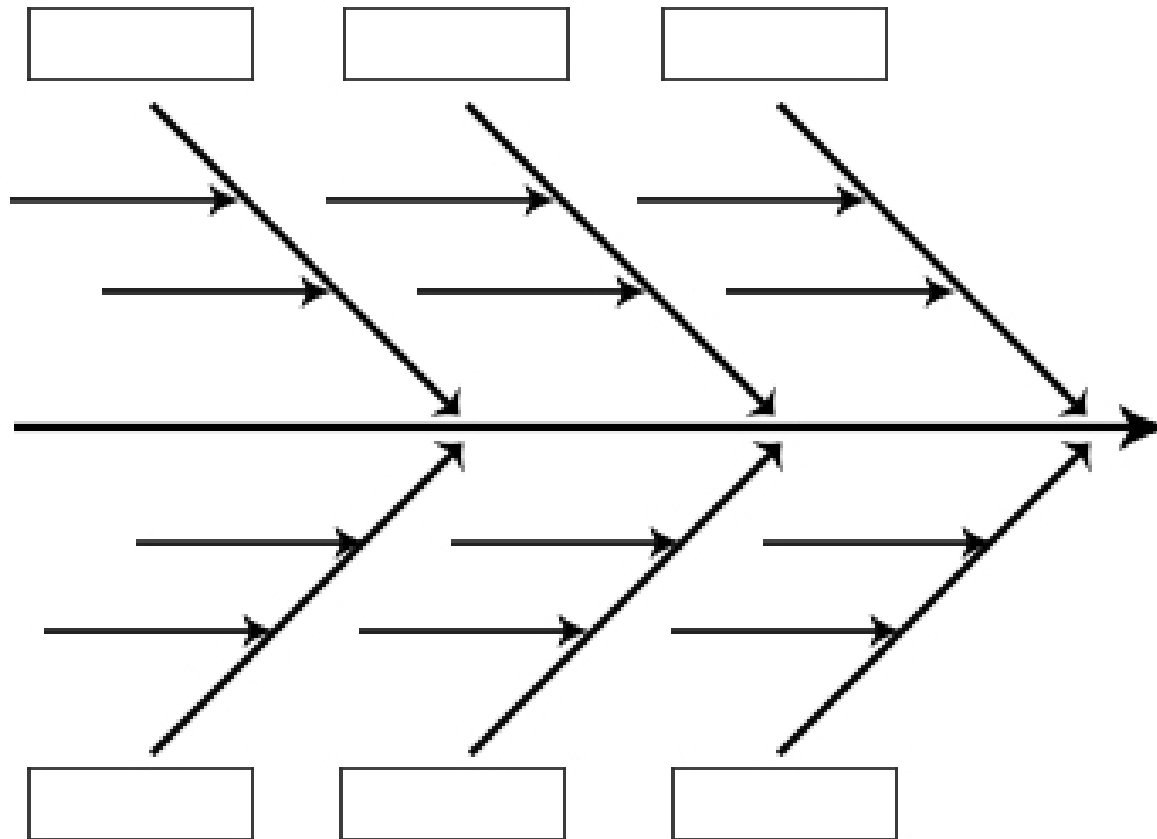




FISHBONE DIAGRAM

Causes

Effect



Literacy & Standard of Living

Lesson Outline

Warm Up:

Students receive a series of 9 cards that sequentially detail how a country increases literacy rate and leads to increased standard of living. Students will work individually or with a partner to put these into a proper sequence on a flow map. (Do not glue at this time.)

Opening:

The teacher will lead students in a discussion which reviews the key terms of literacy rate, standard of living as well as related terms such as forms of government and entrepreneurship. The discussion will use Power Point and multimedia to confirm for students their flow map and extend thinking through real world examples of each stage in the flow map.

Work Session: Students will work in partners or teams to read a series of charts on Europe's education and standard of living. Students will write a paragraph explaining which country in Europe has the best standard of living and justify it with details from the charts. Details must include literacy rate and other evidence of standard of living. This will be shared in the closing.

Closing: Groups will take a stand on which country in Europe has the highest standard of living and will defend that with evidence from the charts as well as details about either access to education, actual literacy rate or details about the standard of living.

Optional Lesson Extensions:

Students work in pairs to write a short story about a young person growing up in Europe. The students will choose which country he or she lives in and tell the story of growing up into adulthood. The story will include the nine stages of the path from Literacy Rate to Standard of Living. The story may be a cartoon on a nine square story board or may be a full children's story illustrated on construction paper.

The resources for this lesson may be found at:

https://drive.google.com/open?id=1aobfKL8ZXEhpDaD7ehur7-LWVkn_fLS

Literacy Rate & Standard of Living

What is the relationship?

1

Warm Up

- ▶ Cut out the nine squares you received and put them in order as if you are telling a story.
- ▶ The order should show what you believe is the relationship between literacy and standard of living.
- ▶ Place these on the thinking map that I will distribute. We will glue these down later as part of our notes.

2

Opening Discussion & Notes

- ▶ What is a “literacy rate”?
 - ▶ Literacy = ability to read
 - ▶ Rate = percent of adults able to read at adult level
 - ▶ **Literacy Rate:** The percent of adults able to read fluently
- ▶ What is “standard of living”?
 - ▶ Standard = a minimum expectation, a required level
 - ▶ Ex. The standard to pass a class is 70%
 - ▶ Living = Having food and shelter to live safely/comfortably
 - ▶ **Standard of Living:** Having enough money to live safely and comfortably or better

How does Literacy Rate impact Standard of Living?

- ▶ 1. The form of government supports citizens by providing education.
- ▶ Ex. A democratic government cares about citizens and freedom, so provides free schools.
- ▶ Germany has free public education and requires children to attend.

How does Literacy Rate impact Standard of Living?

- ▶ 4. New skills allow citizens to get new and better jobs with better pay.
- ▶ This allows for improved standard of living.
- ▶ Ex. I learned how to read, went to high school at Woodville and got my nursing assistant certificate. I quit my job at McDonalds making \$7.35/hour. I got a job as a nurse assistant making \$15/hour.

7

How does Literacy Rate impact Standard of Living?

- ▶ 5. New skills and access to information allow citizens to start new businesses or make new products.
- ▶ This is entrepreneurship which allows for freedom and new ideas and new products.
- ▶ This all results in an increased standard of living because there is more available.
- ▶ Ex. Mark Cuban went to college, learned early computer skills, made a website for watching sports games. Today, he is so rich he owns a pro-basketball team, the Mavericks.

Interview
with Mark
Cuban

8

How does Literacy Rate impact Standard of Living?

- ▶ 6. More citizens make more money and have access to more products.
- ▶ Having more abilities and more options is proof of a higher standard of living that is more than just survival.

▶ Ex. Grocery Choices in Low Standard of Living



▶ Ex. High Standard of Living



9

How does Literacy Rate impact Standard of Living?

- ▶ 7. More citizens can afford even more education (college degrees) and get better paying jobs.
- ▶ This increases the standard of living.
- ▶ Ex.
 - ▶ Average yearly income in the U.S. is \$59,000
 - ▶ 69% of Americans can afford to go to college
 - ▶ College graduates make about \$17,000 more a year than high school graduates

10

How does Literacy Rate impact Standard of Living?

- ▶ 8. More citizens can live in bigger houses, drive more reliable cars, and travel because they make more money.
- ▶ This is evidence of a higher standard of living.

Education Level	Weekly Earnings
Doctoral Degree	\$1,623
Professional Degree	\$1,730
Master's Degree	\$1,341
Bachelor's Degree	\$1,137
Associate Degree	\$798
Some College, No Degree	\$738
High School Diploma	\$678
Less Than a High School Diploma	\$493

Who can afford what?

Rent / House (per month)
 2,500 sq ft. = \$1,500
 \$2,00 sq ft. = \$1,000
 2 Bed Apart. = \$1,100
 1 Bed Apart. = \$900

11

How does Literacy Rate impact Standard of Living?

- ▶ 9. The country has more overall income for individuals and the government.
- ▶ This is a strong Gross Domestic Product (GDP).
- ▶ This is evidence of a country having a higher standard of living.

#	COUNTRY	AMOUNT	DATE	GRAPH
1	European Union	\$16.63 trillion	2012	
2	United States	\$15.68 trillion	2012	
3	China	\$8.36 trillion	2012	
4	Japan	\$5.96 trillion	2012	
	Group of 7 countries (G7) average	\$4.85 trillion	2012	
5	Germany	\$3.40 trillion	2012	
6	France	\$2.61 trillion	2012	
7	United Kingdom	\$2.44 trillion	2012	
8	Brazil	\$2.25 trillion	2012	
9	Russia	\$2.01 trillion	2012	

12

What is other evidence of education and standard of living?

- ▶ Better health care:
 - ▶ Education helps people know more about health practices and value getting medical attention
 - ▶ Literacy enables people to become doctors for their own country
 - ▶ Higher income allows people to get medical treatment
- ▶ Life Expectancy:
 - ▶ Better health care leads to longer life
- ▶ GDP:
 - ▶ Education results in more industry and more income for individuals, this adds up for a whole country to have wealth

13

Work Session

- ▶ You will work in assigned pairs or small groups
- ▶ Each group will get a set of charts that show either the literacy rate of a country or the standard of living.
- ▶ Let's practice together first!

14

How would you compare Russia and the United States in the 1980s? Why?

(Source: Chart created from various sources.)

1980 Soviet Society and Economy by the Numbers
(All figures are within 3 years of 1980 unless otherwise indicated.)

Category	Soviet Union	United States
Area	8,549,000 square miles	3,794,000 square miles
Population	262,000,000	222,000,000
Time Zones	11	6
Per Capita Income	\$2,600	\$12,530
Life Expectancy (Male)	64 (1972)	71
Life Expectancy (Female)	74 (1972)	78
Literacy Rate (1915)	25%	93%
Literacy Rate (1980)	99%	99%
Physicians Per 100,000 People	346	176
World War II Deaths	24,000,000 (14% of pop)	420,000 (.3% of pop)
Radios	130 million	476 million
TV sets	80 million	142 million
Passenger cars	9 million	123 million
Cost of One Yard of Polyester Fabric	\$7.50	\$.67
Gross National Product	1.47 trillion dollars	2.47 trillion dollars

Note: In 1980 the Soviet Union was number one or two in the world in the production of steel, cotton, wheat, sugar, aluminum, gold, and oil.

15

Work Session

- ▶ You will work in assigned pairs or small groups
- ▶ Each group will get a set of charts that show either the literacy rate of a country or the standard of living.
- ▶ How do Europe's countries compare? Write a paragraph that you will read to the class that explains which country has the highest standard of living. You must use evidence from the charts to prove your point. The paragraph should include:
 - ▶ Details/evidence about literacy rate
 - ▶ Details/evidence about standard of living

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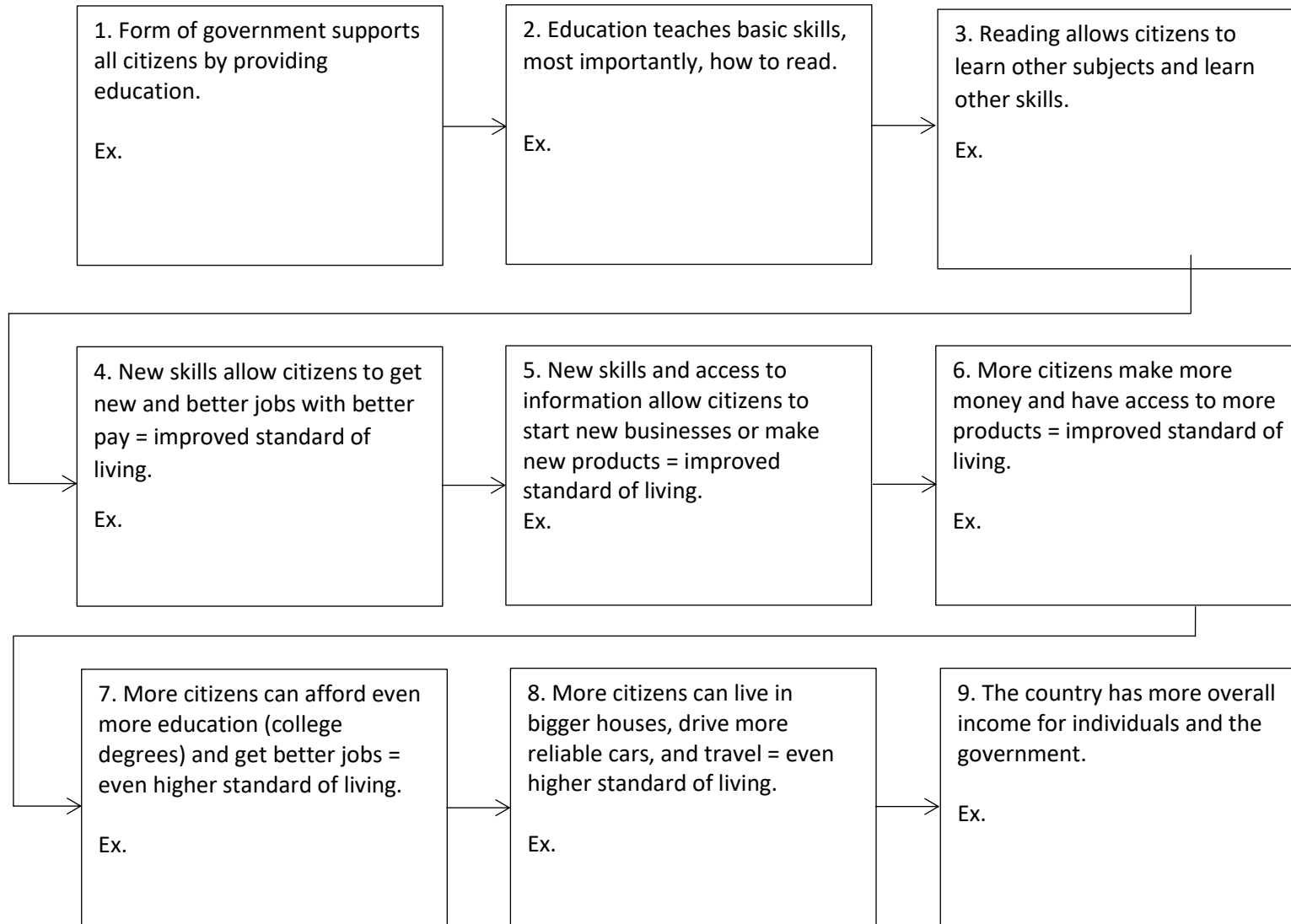
Frame of Reference Question:

Explain how literacy rate causes/impacts standard of living

Literacy Rate & Standard of Living

Answer:

(Teacher Key)

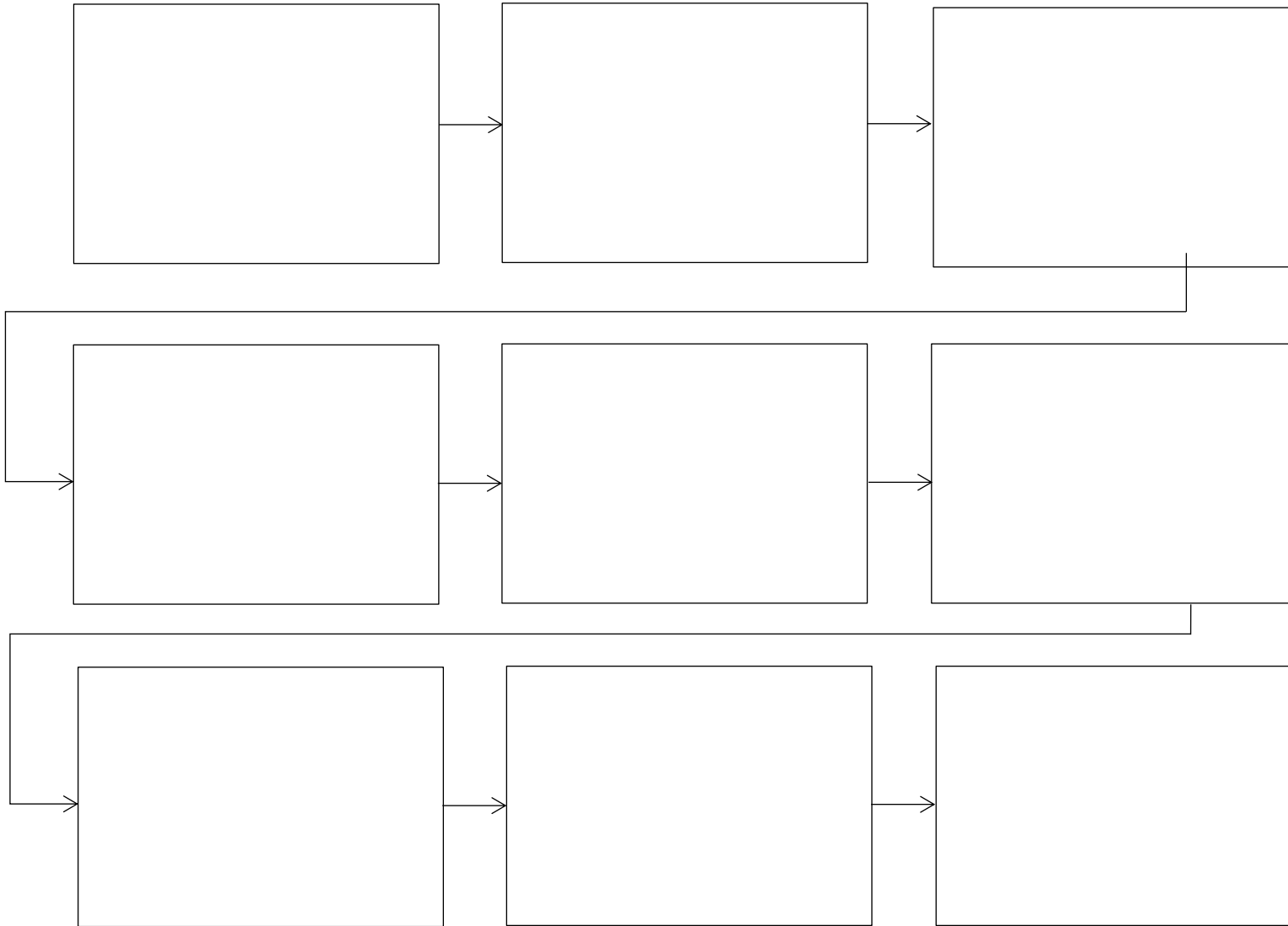


Frame of Reference Question:

Explain how literacy rate causes/impacts standard of living

Literacy Rate & Standard of Living

Answer:



Literacy Rate:

Standard of Living:

<p>. More citizens can live in bigger houses, drive more reliable cars, and travel = even higher standard of living.</p> <p>Ex.</p>	<p>. The country has more overall income for individuals and the government.</p> <p>Ex.</p>	<p>. Reading allows citizens to learn other subjects and learn other skills.</p> <p>Ex.</p>
<p>. More citizens make more money and have access to more products = improved standard of living.</p> <p>Ex.</p>	<p>. Form of government supports all citizens by providing education.</p> <p>Ex.</p>	<p>. New skills and access to information allow citizens to start new businesses or make new products = improved standard of living.</p> <p>Ex.</p>
<p>. Education teaches basic skills, most importantly, how to read.</p> <p>Ex.</p>	<p>. New skills allow citizens to get new and better jobs with better pay = improved standard of living.</p> <p>Ex.</p>	<p>. More citizens can afford even more education (college degrees) and get better jobs = even higher standard of living.</p> <p>Ex.</p>
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<p>. More citizens make more money and have access to more products = improved standard of living.</p> <p>Ex.</p>	<p>. Form of government supports all citizens by providing education.</p> <p>Ex.</p>	<p>. New skills and access to information allow citizens to start new businesses or make new products = improved standard of living.</p> <p>Ex.</p>
<p>. Education teaches basic skills, most importantly, how to read.</p> <p>Ex.</p>	<p>. New skills allow citizens to get new and better jobs with better pay = improved standard of living.</p> <p>Ex.</p>	<p>. More citizens can afford even more education (college degrees) and get better jobs = even higher standard of living.</p> <p>Ex.</p>

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COMPARE /
CONTRAST

Tree Thinking Map

Topic: _____



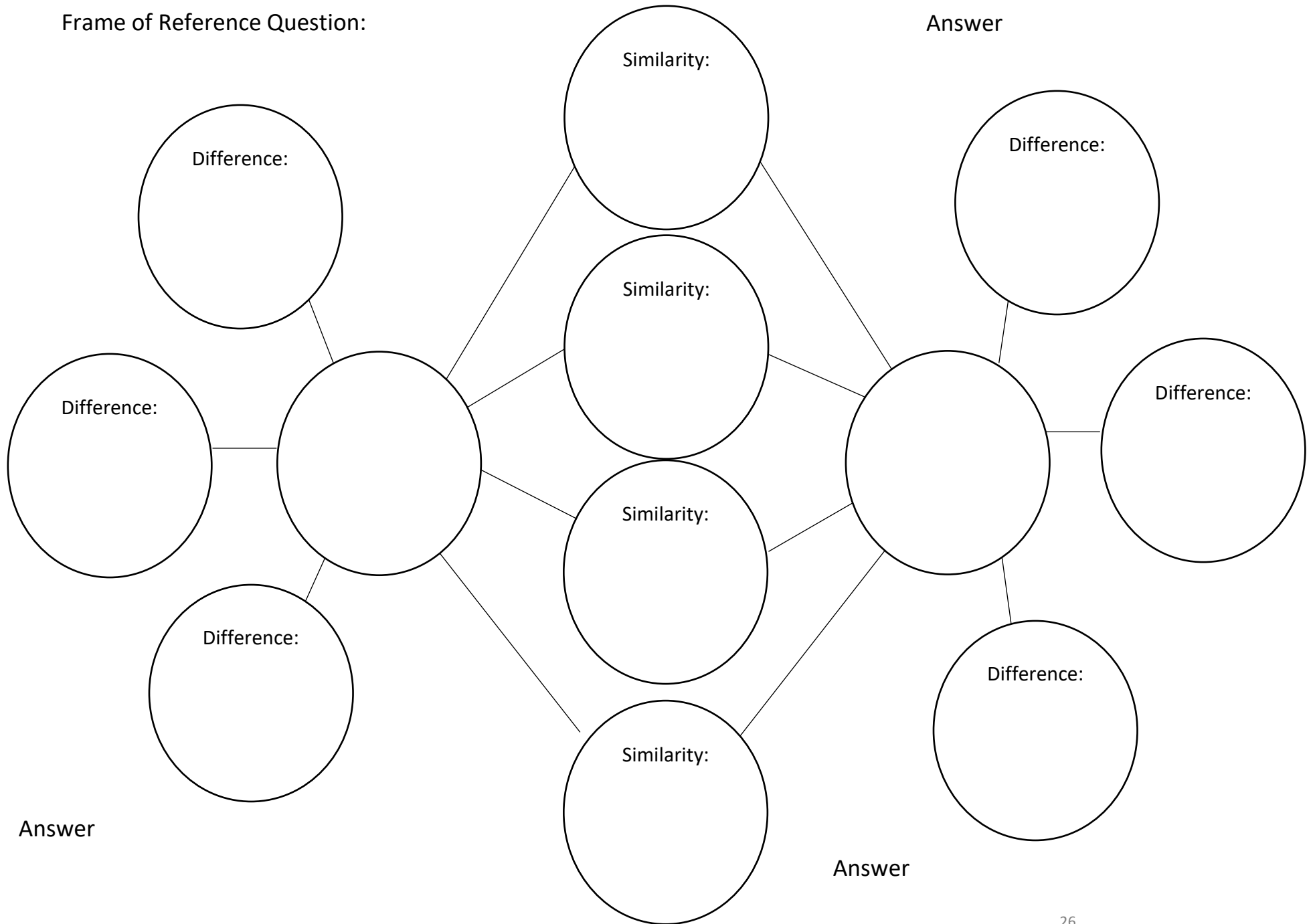
(Common Traits Below)	(Common Traits Below)	(Common Traits Below)	(Common Traits Below)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Frame of Reference Question: _____

*Categorize the traits or details and then determine titles for each set of details. Then use a highlighter or colored pencils to link common ideas between columns. Use a separate color or highlighter to denote differences. Finally, complete the Frame of Reference Question.

Frame of Reference Question:

Answer

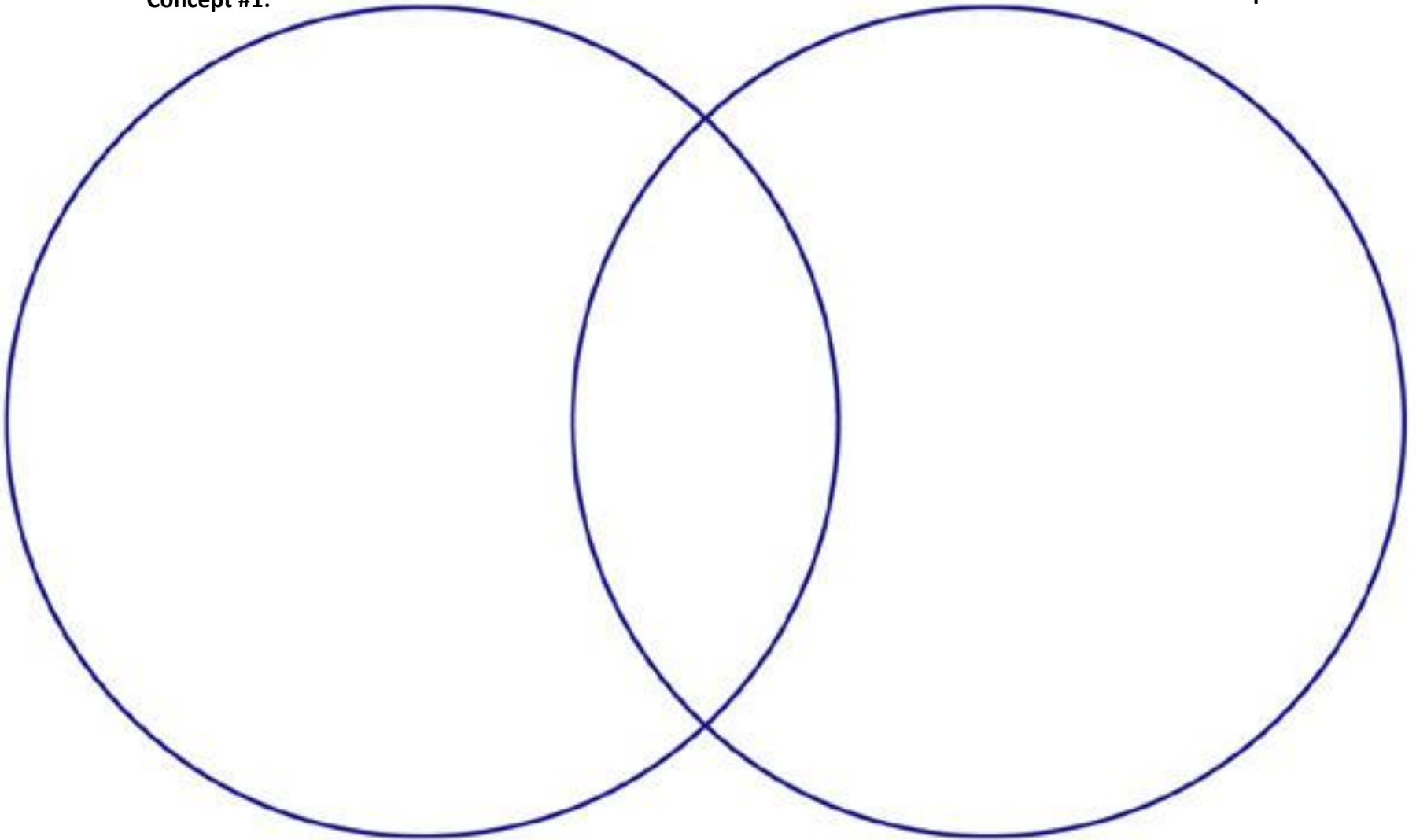


NAME:

TOPIC:

Concept #1:

Concept #2:



Problem/Solution Frame Template

PROBLEM:

POSSIBLE SOLUTION:

POSSIBLE SOLUTION:

POSSIBLE SOLUTION:

BEST SOLUTION:

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ANALYZE

Frame of Reference Question Here

Answer

WHOLE ITEM



PART

PART

PART

PART

PART

Answer

Answer

Frame of Reference
Question Here

Answer

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Relating Factor

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Relating Factor

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Answer

Answer

Topic / Title:

Summary of Issue (include history and importance):

Pro / Position A: _____

(beliefs, practices, benefits, flaws)

-
-
-
-
-
-
-
-
-
-

Pro / Position B: _____

(beliefs, practices, benefits, flaws)

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My Position (why? Be sure to address both benefits and answers to the flaws):

Social Studies Skill Development
Instructional Strategies Toolbox

INTERPRET

SOAPSTone Analysis

S	<p>What is the SUBJECT of the piece? What are the general topics, content, and/or ideas contained in the text. How do you know this from the text? Summarize the text.</p>	
O	<p>What is the OCCASION? What are the time and place? What prompted the author to write the piece? What event led to the development? How do you know this from the text?</p>	
A	<p>Who is the AUDIENCE? To whom is the piece directed? What assumptions can you make about the audience? Are there any words or phrases that are unusual or different? Why is the speaker using this type of language? How do you know this from the text?</p>	
P	<p>What is the PURPOSE? What is the reason for the text? Why was it written? What goal did the author have in mind? How is the author trying to get a reaction from the audience? How do you know this from the text?</p>	
S	<p>Who is the SPEAKER? Who is the voice that is speaking? What do we know about this person? What is his/her background? Is there a bias in what is written? How do you know this from the text?</p>	
T_{one}	<p>What is the TONE of the piece? What is the attitude expressed by the speaker? How do you know this? Examine the words and imagery to show where in the text your answer is supported.</p>	

Source: <https://www.uen.org/lessonplan/download/39797?lessonId=32382&segmentTypeId=2>

THE CARTOON ANALYSIS CHECKLIST

VISUAL SYMBOLS AND METAPHORS: A visual symbol in a cartoon is any image that stands for some other thing, event, person, abstract idea or trend in the news. For example, a dollar sign may stand for the entire economy. An octopus may stand for a powerful corporation with “tentacles” controlling many other institutions. Metaphors are like symbols in that they describe one thing as something else entirely. Shakespeare used a metaphor when he wrote “All the world’s a stage.” (A cartoon would simply show the world as a stage.)

- Begin any cartoon analysis by describing all the details in it that are symbols and metaphors.

VISUAL DISTORTION: Changes or exaggerations in size, shape, emotions or gestures often add extra meaning to the symbols the cartoon includes. For example, a dragon is often used as a symbol for China. But a huge, snorting dragon will make a different point about China from a tired, limping, meek dragon. Every detail in a cartoon, especially one that is distorted in some way, is likely to be a part of the cartoon’s meaning.

- Identify the cartoon’s symbols and notice how they are drawn.

IRONY IN WORDS AND IMAGES: Irony is a form of humor in which something is said in a way that undercuts or mocks its own apparent meaning. In other words, what is said seems to mean one thing, but it will be taken to mean the opposite. Irony is well suited to political cartoons, which often seek to mock something and show how false, unfair or dangerous it is. Irony always entails a contradiction. Often, an amusing image undercuts and reverses the meaning of the words in a caption. Sometimes, however, the image alone conveys the double meaning.

- Consider whether irony is used and if so, how?

STEREOTYPES AND CARICATURE: A stereotype is a vastly oversimplified view of some group. Stereotypes are often insulting. Yet they may give cartoons a shorthand way to make a complex point quickly. They also reveal broad cultural attitudes. Caricature is the opposite of a stereotype. It is an exaggerated or distorted drawing of an individual highlighting what the artist sees as most unique about that individual. You should be critical of cartoon stereotyping, yet also notice how it contributes to making a point dramatically and forcefully. If there are stereotypes in the cartoon you are analyzing, how would you evaluate them?

- Identify any stereotypes and caricatures and consider what they communicate.

AN ARGUMENT NOT A SLOGAN: Slogans merely assert something. “An apple a day keeps the doctor away.” A good editorial cartoon is more than a slogan. Though blunt and opinionated, it actually invites you to consider its argument or its reasoning. At its best, a cartoon offers visual and written features that together “make its case.” In other words, it presents reasons to support its view, or at least it hints at or suggests those reasons. So even though it is biased, the cartoon gives you grounds for responding and even arguing back.

- Consider what features of the cartoon help present its argument or make its case.

THE USES AND MISUSES OF POLITICAL CARTOONS

Editorial cartoons may be funny, outrageous, even insulting. Yet above all, their aim is to provoke thought about some issue in the news. They cannot be taken as simple reflections of “the way things were.” Yet that is a common misuse of them. They reveal cultural assumptions, prevailing moods, even real insights about events and trends. They can be used as evidence of all these things.

- Political cartoons always represent points of view that can be challenged.

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

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PRIMARY SOURCES

There are many quality organizations with tools and resources for teaching students through primary sources. These include the links below:

National Archives – This government resources brings together primary sources from the national archives with teaching tools including tiered analysis sheets for different types of primary sources. This includes the following types of primary sources:

- Photographs
- Written Documents
- Artifacts
- Posters
- Maps
- Cartoons
- Videos
- Sound Recordings
- Artwork

<https://www.archives.gov/education/lessons/worksheets>

DocsTeach – This website is produced by the National Archives and allows teachers to locate specific primary sources by event, time period, skill, and so forth.

www.docsteach.org

The Library of Congress – This website is another government archive that has been made accessible for teachers. Teachers can search for documents, lessons, and other resources. There are additional tools for analyzing primary sources including oral histories, newspapers, sheet music and songs and so forth.

www.loc.gov/teachers

The Stanford History Education Group – This website is free for teachers and has lessons on reading like a historian. There are lessons and document sets for different events and periods in history.

<https://sheg.stanford.edu>