

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

## Written Document Analysis Worksheet

1. Type of Document (Check one)

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2. Unique physical qualities of the document (Check one or more)

- |   |   |                                |
|---|---|--------------------------------|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Seals            | <input type="checkbox"/> Other |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> Notations        |                                |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> "Received" stamp |                                |

3. Date(s) of document:

\_\_\_\_\_

4. Author (or Creator) of the document:

\_\_\_\_\_

Position (Title):

\_\_\_\_\_

5. For what audience was the document written?

\_\_\_\_\_

6. Document information (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important.

\_\_\_\_\_

\_\_\_\_\_

B. Why do you think this document was written?

\_\_\_\_\_

C. What evidence in the document helps you know why it was written? Quote from the document.

\_\_\_\_\_

D. List two things the document tells you about life in the United States at the time it was written:

\_\_\_\_\_

E. Write a question to the author that is left unanswered by the document:

\_\_\_\_\_

\_\_\_\_\_

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# Photograph Analysis Worksheet

## Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

\_\_\_\_\_

- B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

## Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Step 3. Questions

- A. What questions does this photograph raise in your mind?

\_\_\_\_\_  
\_\_\_\_\_

- B. Where could you find answers to them?

\_\_\_\_\_

Designed and developed by the Education Staff, U.S. National Archives and Records Administration, Washington, DC 20408.

## Political Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
<p>1. List the objects or people you see in the cartoon.</p>	<p>1. Identify the cartoon caption and/or title.</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
<p>2. Which of the objects on your list are symbols?</p> <p>3. What do you think each symbol means?</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p>
Level 3	
<p>A. Describe the action taking place in the cartoon.</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>C. Explain the message of the cartoon.</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p>	