

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:

\_\_\_\_\_

\_\_\_\_\_

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

# 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?

\_\_\_\_\_

## Political Cartoon Analysis Worksheet

<b>Level 1</b>	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	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.
<b>Level 2</b>	
Visuals	Words
2. Which of the objects on your list are symbols?  3. What do you think each symbol means?	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.
<b>Level 3</b>	
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. What special interest groups would agree/disagree with the cartoon's message? Why?	

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

## Map Analysis Worksheet

1. Type of Map (Check one)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Natural Resource map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Topographic map   | <input type="checkbox"/> Military map         | <input type="checkbox"/> Pictograph                  |
| <input type="checkbox"/> Political map     | <input type="checkbox"/> Bird's-eye view      | <input type="checkbox"/> Weather map                 |
| <input type="checkbox"/> Contour-line map  | <input type="checkbox"/> Artifact map         | <input type="checkbox"/> Other                       |

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

- |                                      |   |                                       |
|--------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Compass     | <input type="checkbox"/> Notations        | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Scale            | <input type="checkbox"/> Other        |
| <input type="checkbox"/> Date        | <input type="checkbox"/> Name of mapmaker |                                       |

3. Date(s) of map:

\_\_\_\_\_

4. Creator of the map:

\_\_\_\_\_

5. Where was the map produced?

\_\_\_\_\_

6. Map information

A. List three things in this map that you think are important.

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

B. Why do you think this map was drawn?

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

C. What evidence in the map suggests why it was drawn?

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

D. What information does the map add to the textbook's account of this event?

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

E. Does the information in this map support or contradict information that you have read about this event? Explain.

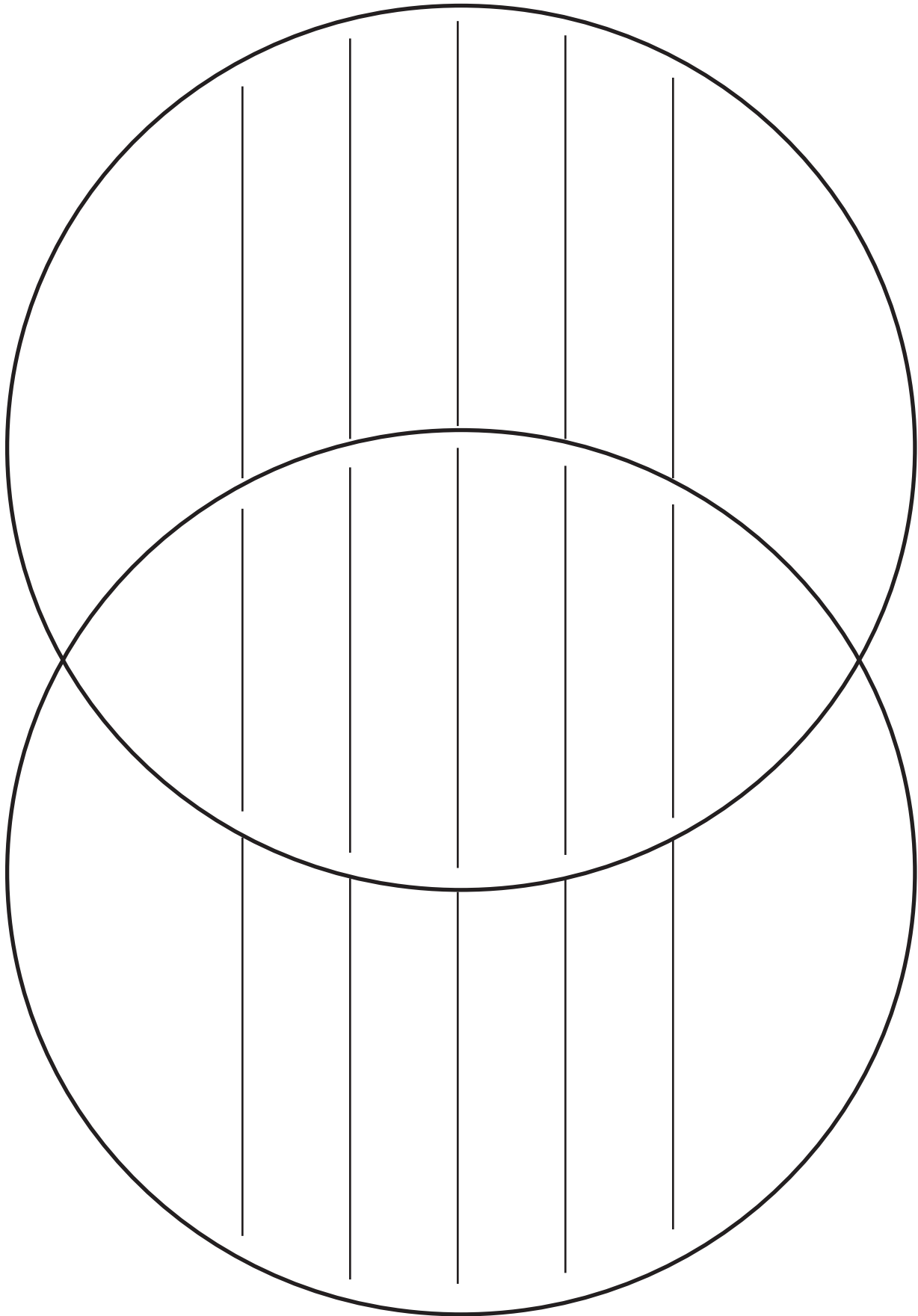
\_\_\_\_\_  
\_\_\_\_\_

F. Write a question to the mapmaker that is left unanswered by this map.

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

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

## Venn Diagram



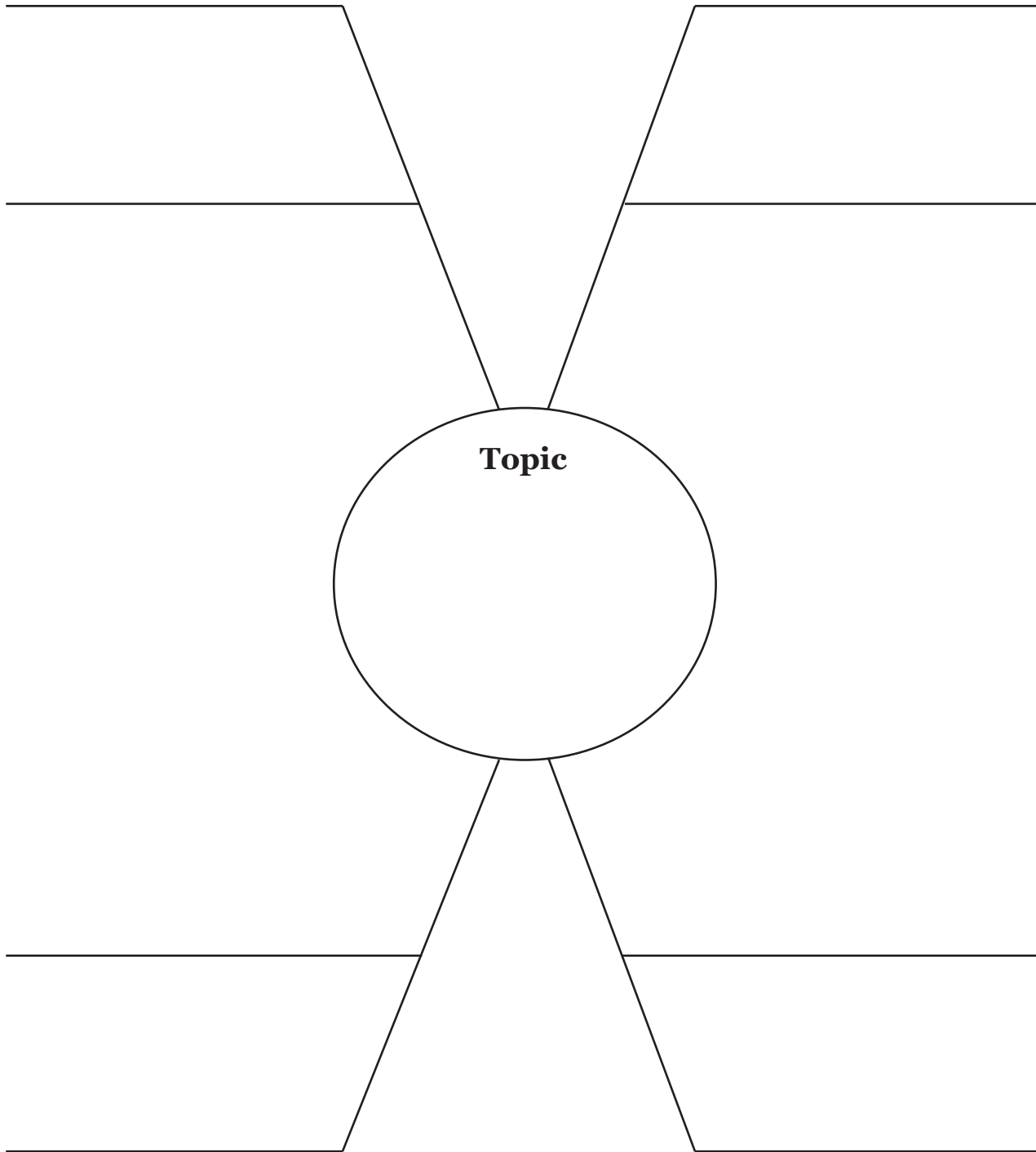
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

### **Compare/Contrast Matrix**

	<b>Name 1</b>	<b>Name 2</b>
<b>Attribute 1</b>		
<b>Attribute 2</b>		
<b>Attribute 3</b>		

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

## Spider Map



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

### **Cause/Effect Chart**

<b>Cause</b>	<b>Effect</b>



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

## Five W's and H Chart

<b>TOPIC/CHAPTER:</b>
<b>What?:</b>
<b>Who?:</b>
<b>Why</b> did it happen?
<b>When</b> did it happen?
<b>Where</b> did it happen?
<b>How</b> did it happen?
<b>Summary:</b>

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

# KWL Chart

TOPIC:		
What I Know	What I Want to Know	What I Learned

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

## Timeline

Date

Event



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

## **Georgia Studies Journal**

**Something important I learned:**

**New words I learned:**

**I would like to learn more about:**

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

## Bingo Board

B	I	N	G	O

# Interdisciplinary Study

<b>Social Studies</b>	<b>Reading</b>	<b>Writing</b>
<b>Art/Music</b>	<b>Central Concept or Topic</b>	<b>Listening/Speaking</b>
<b>Science/Math</b>	<b>Home Economics</b>	<b>Research</b>

Summary Statement: