

SOCIAL SCIENCES SUMMER READING 2017-2018

11TH GRADE JUNIORS

HONORS AND GENERAL LEVELS

UNITED STATES HISTORY

ALL ASSIGNMENTS WILL BE COLLECTED THE 1ST DAY OF CLASS.

Directions: All students are required to view the 3 indicated sites and complete the assignments that correspond to each web site.

Work must be:

**Neatly hand written, On clean paper,
Headed with Name, Date, and Student ID number and
Include the website names and URLs for each assignment.**

Website #1: National Teaching History Clearing House (Video)

<http://www.teachinghistory.org/>

On the HOME PAGE under the INTRODUCTORY VIDEOS, select the WHAT IS HISTORICAL THINKING? (See screenshot)

Answer the following questions:

1. How has your perspective about primary sources changed after watching the clip?
2. What evidence should you be on the lookout when investigating historical events?
3. What were the 5 elements of historical thinking discussed in the clip? Now put them in your own words and give an example of how you would use them.
4. View the following sites with this newly discovered Historical eye. Enjoy.



teachinghistory.org
NATIONAL HISTORY EDUCATION CLEARINGHOUSE

TEACHING MATERIALS | HISTORY CONTENT | BEST PRACTICES |

Welcome to TeachingHistory.org

Scottish Power and Water Supply Collection
In History Central

First Impressions: The U.S. and Japan in History Central
Teaching about Vietnam in History Central

Quick Links for:

- Elementary School
- Middle School
- High School
- Spotlights

CLICK ON THE IMAGE ABOVE OR IT'S CAPTION TO RELOAD IMAGE

Introductory Videos | CLICK ON AN IMAGE BELOW TO WATCH A VIDEO

What is Historical Thinking? | Elementary Introduction | Middle School Introduction | High School Introduction | Digital Classroom

Click: What is Historical Thinking?

Website #2: Political Cartoon Analysis

Using the Political Cartoon Analysis Guide, analyze the following 2 Political Cartoons and answer the following questions.

Cartoon Analysis Guide:

Use this guide to identify the persuasive techniques used in political cartoons.

Symbolism	Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.	After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.
Exaggeration	Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.	When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.
Labeling	Cartoonists often label objects or people to make it clear exactly what they stand for.	Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?
Analogy	An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.	After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.
Irony	Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.	When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you've identified the persuasive techniques that the cartoonist used, ask yourself these questions:

1. What issue is this political cartoon about?
2. What do you think is the cartoonist's opinion on this issue?
3. What other opinion can you imagine another person having on this issue?
4. Did you find this cartoon persuasive? Why or why not?
5. What other techniques could the cartoonist have used to make this cartoon more persuasive?

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