



# Middle School History Learning Plans

These plans are also available on our website:

**[www.accomack.k12.va.us](http://www.accomack.k12.va.us)**

*Please note: The online portion of these plans is optional.*

# Middle School Learning Plans

## US History

### Activities to Support Instruction During Extended School Closures

The purpose of this document is to provide an overview of suggested activities available to ACPs students. These suggestions can be used by families to support the continuity of education. The learning experiences developed and provided will give students opportunities to go deeper into concepts, ideas, and skills independently. These activities do not require copies or additional supplies.

#### SKILL:

#### Objective:

- analyze critically historical sources;
- compare and contrast themes and messages in political cartoons

Use primary and secondary sources to aid in determining possible bias in political cartoons

**Online Options** - Students will choose 2 of the political cartoons provided and, using the link below, complete the political cartoon analysis sheet for each of the cartoons.

[https://www.archives.gov/files/education/lessons/worksheets/cartoon\\_analysis\\_worksheet\\_former.pdf](https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet_former.pdf)

After completing the cartoon analysis, students will complete option 1 during week 3 and option 2 during week 4.

Option 1 -Have students select a primary source document covering the same topic as their political cartoon. Ask students to pay special attention to the similarities and differences in the perspectives provided by each source, and include examples/quotes from their examples where possible. Examine your primary document. Remember to consider all aspects of the document, including the motivations of the author and the historical context in which it was created.

- What kind of document is it? (diary, newspaper, letter, etc.)
- Who created it?
- What do we know about the author?
- When was it created?
- Where was it created?
- Why do you think it was created?
- Does the document's author show bias at any point?
- Where? Cite specific passages.
- Who was the intended audience for this document?

- What do we know about that audience?
- How does this document make you feel?
- List three things you learned from the document.
- List three questions the document raises:
- Where might you find the answers to these questions?
- After answering the questions raised about the primary source document, compare those answers to the ones on the political cartoon analysis sheet. How do answers differ?
- Where do you find similarities?
- What do your answers tell you about the world during WWII?

Resources may include; Textbook, Encyclopedia, (Library of Congress web site) [www.loc.gov](http://www.loc.gov) , George Mason University <http://chnm.gmu.edu/worldhistorysources/>

OPTION 2 -Using an online art tool, create a political cartoon of your own about the WWII era in Europe or the United States. After creating the cartoon, explain the significance of images, words and numbers you decided to use in the cartoon and the intent of your cartoon (how do you want people to feel when they look at it, are you biased in any way etc.)

### Offline Options

- Students will choose 2 of the political cartoons provided. After analyzing the cartoons that they choose, students will complete one activity week 3 and the second activity in week 4:

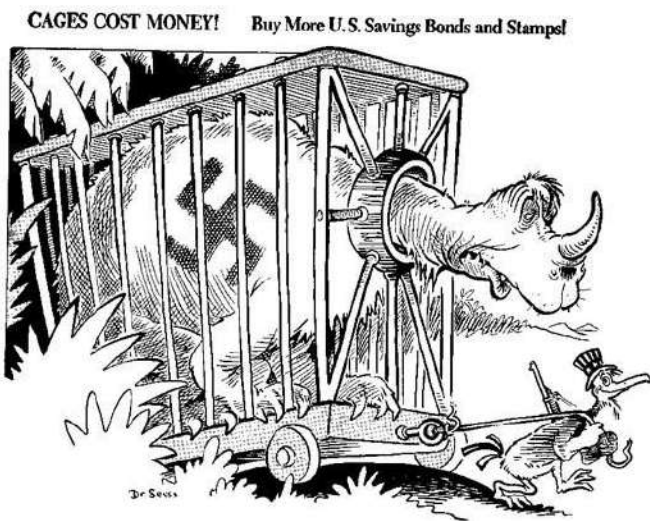
OPTION 1 -Using their textbook, find a passage from the time period covered by the political cartoons (Chapter 26 for WWII):

- 1.List objects or people in the cartoons
- 2.Identify the title, caption, and date if possible.
- 3.Describe the action taking place in the cartoon.
- 4.Explain the message in the cartoon.
- 5.List adjectives that describe the actions in the cartoons.

Compare and contrast the information from the textbook to the information from the political cartoons you chose.

- What are the similarities and differences in perspective and information of the two cartoons?
- Is their bias in either source?
- If so, what is it? .
- Students may answer the questions in paragraph form, or in a venn diagram.

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He Never Knew  
What Hit Him

