

> 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"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Seals | |

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? _____

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Map Analysis Worksheet

1. TYPE OF MAP (Check one):

- ___ Raised relief map ___ Natural graph/ mosaic ___ Satellite photo resource map
___ Topographic map ___ Military map ___ Pictograph
___ Political map ___ Bird's-eye view ___ Weather map
___ Contour-line map ___ Artifact map ___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):

- ___ Compass ___ Scale ___ Notations
___ Handwritten ___ Name of mapmaker ___ Legend (key)
___ Date ___ Title ___ Other

3. DATE 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:

- 1. _____
2. _____
3. _____

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. _____

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> Motion Picture Analysis Worksheet

STEP 1. PRE-VIEWING

A. Title of film: _____
Record Group source: _____

B. What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

CONCEPTS/IDEAS

1. _____
2. _____
3. _____

PEOPLE

1. _____
2. _____
3. _____

STEP 2. VIEWING

A. Type of motion picture (check where applicable)

<input type="checkbox"/> Animated cartoon	<input type="checkbox"/> Propaganda film	<input type="checkbox"/> Combat film
<input type="checkbox"/> Documentary film	<input type="checkbox"/> Theatrical short subject	<input type="checkbox"/> Other _____
<input type="checkbox"/> Newsreel	<input type="checkbox"/> Training film	

B. Physical qualities of the motion picture (check where applicable)

<input type="checkbox"/> Music	<input type="checkbox"/> Color	<input type="checkbox"/> Animation
<input type="checkbox"/> Narration	<input type="checkbox"/> Live action	<input type="checkbox"/> Dramatizations
<input type="checkbox"/> Special effects	<input type="checkbox"/> Background noise	

C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

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STEP 3. POST-VIEWING (OR REPEATED VIEWING)

A. Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.

B. What is the central message(s) of this motion picture?

C. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

D. How do you think the filmmakers wanted the audience to respond?

E. Does this film appeal to the viewer's reason or emotion? How does it make you feel?

F. List two things this motion picture tells you about life in the United States at the time it was made:

1. _____
2. _____

G. Write a question to the filmmaker that is left unanswered by the motion picture.

H. What information do you gain about this event that would not be conveyed by a written source? Be specific.

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