

# GED<sup>®</sup> Social Studies: Don't Forget About the Graphics

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Tools for the Classroom



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TOOLS FOR THE CLASSROOM

# Graphic Literacy

## GED<sup>®</sup> Social Studies

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# Social Studies Practices

## SSP.1 Drawing Conclusions and Making Inferences

- a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or validate claims based on evidence.
- b. Cite or identify specific evidence to support inferences or analyses or primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.

## SSP.2 Determining Central Ideas, Hypotheses and Conclusions

- a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
- b. Describe people, places, environments, processes, and events, and the connections between and among them.

## SSP.3 Analyzing Events and Ideas

- a. Identify the chronological structure of historical narrative and sequence steps in a process.
- b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
- c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.
- d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.

## SSP.4 Interpreting Meaning of Symbols, Words and Phrases

- a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.

## SSP.5 Analyzing Purpose and Point of View

- a. Identify aspects of a historical document that reveal an author's point of view or purpose (e.g. loaded language, inclusions or avoidance of particular facts).
- b. Identify instances of bias or propagandizing.
- c. Analyze how a historical context shapes an author's point of view.
- d. Evaluate the credibility of an author in historical and contemporary political discourse.

## SSP.6 Integrating Content Presented in Different Ways

- a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analyses in print or digital text.
- b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts and in a variety of visual sources such as artifacts, photographs, political cartoons.
- c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.

## SSP.7 Evaluating Reasoning and Evidence

- a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.

- b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.

SSP.8 Analyzing Relationships between Texts

- a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

SSP.9 Writing Analytic Response to Source Texts

- a. Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents.
- b. Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.
- c. Write clearly and demonstrate sufficient command of standard English conventions.

SSP.10 Reading and Interpreting Graphs, Charts and Other Data Representation

- a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
- b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
- c. Distinguish between correlation and causation.

SSP.11 Measuring the Center of a Statistical Database

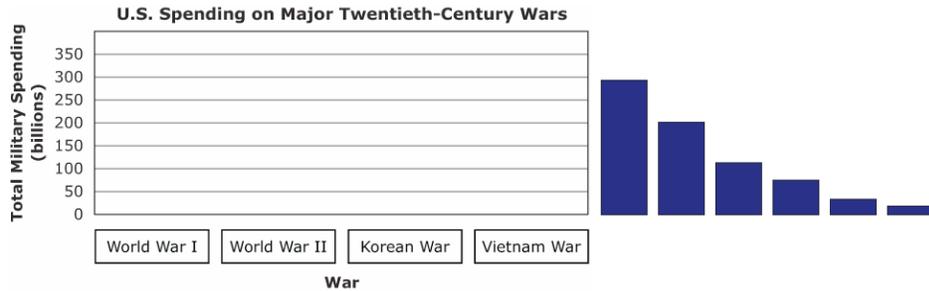
- a. Calculate the mean, median, mode, and range of a dataset.

# Social Studies Graphics

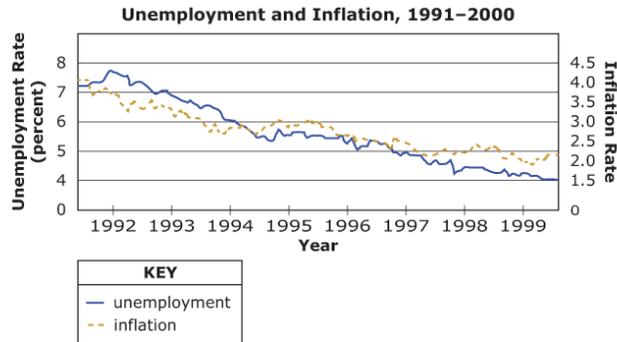
Use the information below from the Congressional Research Service to complete the graph.

The United States has spent large amounts of money since the turn of the twentieth century to support involvement in major wars. From 1917 to 1921, the total cost of military involvement in World War I was around \$20 billion. Approximately \$296 billion was spent on World War II military operations between 1941 and 1945. The United States spent nearly \$30 billion to wage the Korean War from 1950 to 1953. From 1965 to 1975, the years spanning the Vietnam War, the U.S. government spent about \$111 billion on military efforts.  
This information is taken from the public domain.

Click on four blue bars and drag them onto the graph to show the amount of spending on each of the four wars.



The graph shows changes in the U.S. unemployment and inflation rates at the end of the last century.



This data is taken from the public domain.

Which statement about this data is correct?

- A. Between 1991 and 2000, the inflation rate declined 1 percent.
- B. Between 1991 and 2000, the unemployment rate declined steadily.
- C. During the 1990s, the inflation rate declined more than the unemployment rate.
- D. By the end of the 1990s, the unemployment rate was 1 percent more than the inflation rate.

# Cartoon Analysis Worksheet

<b>Cartoon Analysis Worksheet</b>	
<a href="#">Reset Form</a>	<a href="#">Print Form</a>
<b>Level 1</b>	
<b>Visuals</b>	<b>Words (not all cartoons include words)</b>
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. <input type="text"/>
	2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. <input type="text"/>
	3. Record any important dates or numbers that appear in the cartoon. <input type="text"/>
<b>Level 2</b>	
<b>Visuals</b>	<b>Words</b>
2. Which of the objects on your list are symbols? <input type="text"/>	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? <input type="text"/>
3. What do you think each symbol means? <input type="text"/>	5. List adjectives that describe the emotions portrayed in the cartoon. <input type="text"/>
<b>Level 3</b>	
A. Describe the action taking place in the cartoon.	<small>Limit response for each question to 3 lines of text</small>
<input type="text"/>	
B. Explain how the words in the cartoon clarify the symbols.	
<input type="text"/>	
C. Explain the message of the cartoon.	
<input type="text"/>	
D. What special interest groups would agree/disagree with the cartoon's message? Why?	
<input type="text"/>	
<a href="#">Reset Form</a>	<a href="#">Print Form</a>
<b>Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408</b>	

# Using Context to Analyze Photographs

## Explicit Context



## Implicit Context



## No Context



# Resources from the World Wide Web

## Social Studies

**Constitutional Scavenger Hunt with Political Cartoons** – students learn about the U.S. Constitution by analyzing political cartoons and connecting them to different clauses within the constitution

<http://www.archives.gov/legislative/resources/education/constitution-savenger-hunt/>

**Docs Teach** – includes primary sources and lesson plans for the classroom focusing on civics and government and U.S. history

<http://docsteach.org/>

**LearnAlberta – Math Interactives** – provides a combination of videos and interactive games and lessons focusing on statistics and probability, including data displays

<http://www.learnalberta.ca/content/mejhm/index.html?ID1=ryzqrrfwjtjhaohcn>

**LearnNC** – provides lesson plans and activities in different within the social studies

<http://www.learnnc.org/lp>

- Building Map Reading Skills – <http://www.learnnc.org/lp/editions/mapping/6430>
- Reading Photographs – <http://www.learnnc.org/lp/pages/677>

**National Archives** – access to resources and activities for the classroom focusing on civics and government and U.S. history

<http://www.archives.gov/education/index.html>

**National Geographic** – provides a wide range of maps that focus on different areas and contexts

<http://maps.nationalgeographic.com/maps>

**NEWSELA** – an innovative way to build reading comprehension with nonfiction through daily news articles. Articles include photographs and other graphics which can be used to build students graphic literacy skills. <https://newsela.com/>

**TeacherVision® – Analyzing Data** – resources for the classroom, information on helping students building data analysis skills. (Registration fee required after 3 resources downloaded or reviewed.)

<https://www.teachervision.com/tv/tvsearch.php?keywords=analyzing+data&sitesearch=1>