

STUDENT WORKBOOK

THE
SITUATION ROOM
★ ★ ★ EXPERIENCE

HOW TO READ
A DOCUMENT

HOW TO READ A DOCUMENT WORKBOOK

Teaching the early Republic with Primary Source Documents

The following documents and questions will be available prior to visiting the Situation Room Experience for use by teachers and students. The curriculum can be used as worksheets, group activities, as a prompt to interactive discussions, or integrated into a classroom game.

DOCUMENT 1

Political Artwork

Liberty: In the form of the Goddess of Youth, giving Support to the Bald Eagle.

SOURCE: Liberty: In the form of the Goddess of Youth, giving Support to the Bald Eagle. Edward Savage. 1796. Library of Congress.
Web: <http://www.loc.gov/pictures/collection/app/item/2003689261/>

This political artwork is an allegory that celebrated nationhood in the years after the American Revolution.

This allegorical artwork hung in Monticello among Thomas Jefferson's collection of art.

PERIPHERAL SUBJECTS

An American flag and the Liberty Phrygian Cap is seen above Liberty's head through clearing clouds.

Rays of divine light emerge above the eagle.

The bald eagle represents the young Republic.

MAIN SUBJECT

The female adolescent is a symbol of simplicity and innocence as the youthful goddess of Liberty. Young independent states were described as impetuous youth, and she represents that young spirit. Liberty is offering a cup to the eagle as a form of nourishment.

The background is a warning to despots. General Gage's army is being driven out of Boston, and lightning from the cloud of liberty strikes the spire of Old North Church.

Broken symbols of tyranny: a smashed scepter and a key to the Bastille, which Lafayette had sent to George Washington.

Find title of the political artwork here.



DOCUMENT 3 - QUESTIONS

1. What is this picture of?
2. What do the expressions of the person in the picture tell you about the situation?
3. What does the artist's perspective tell us about the subject of the image?
4. How is the subject framed within the image? What does this tell you?
5. What does the symbolism in this image represent?
6. What are the pros and cons of communicating a message in a political cartoon?

DOCUMENT 3 - SAMPLE ANSWERS

1. What is this picture of?

In this picture, Liberty is represented by the goddess Hebe, who offers a cup to an eagle descending. Liberty is standing atop chains, a scepter, a key, and other instruments of tyranny. Boston is in the bottom right with a lightning strike above. The American flag is atop a pedestal, seen through smoke and haze.

2. What do the expressions of the person in the picture tell you about the situation?

Lady liberty looks happy and stoic, while the Eagle looks majestic yet untamed.

3. What does the artist's perspective tell us about the subject of the image?

That the artist sees liberty as a conquering tyranny, in combination with the wild aggressiveness of the wild (the eagle).

4. How is the subject framed within the image? What does this tell you?

The subject is the center of the image, with everything revolving around her. This tells us that it was Liberty who was responsible for victory and prosperity.


5. What does the symbolism in this image represent?

The symbolism is very literal in this image. The person, who is dubbed liberty, stands on top of a broken scepter and other symbols of monarchy.


What do these symbols mean?

Symbolism is the use of symbols to represent ideas or qualities. Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify each symbol think about what the cartoonist intends each symbol to stand for.


Fill in what you believe is the meaning of each symbol




Dove



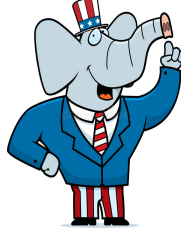
An olive branch




Vulture




Skulls/bones



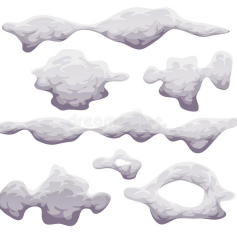
Elephant




Donkey




Laurel wreath




Fog



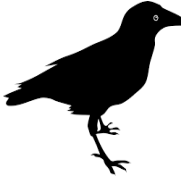
Uncle Sam




Phoenix




Chains




Raven



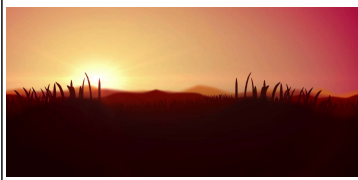
Sphinx




Hourglass




Eagle




Dawn




Lightning




Money Bags



Scales
























Capitol Building



Quill and Pen

Use symbolism to create your own political cartoon

Symbols with meaning

 Dove Represents peace	 An olive branch Represents peace and forgiveness	 Vulture Preying on others, death	 Skulls/bones Death	 Elephant Republican party	 Donkey Democratic party	 Laurel wreath Victory
 Fog Confusion, Obscurity	 Uncle Sam U.S. Government, American people	 Phoenix Something new, reborn	 Chains Bondage, slavery	 Raven Bad news	 Sphinx Absolute power, Great kings	 Hourglass Time
 Eagle American government Constitution	 Dawn Beginning, hope	 Lightning Sudden illumination Destruction of ignorance	 Money Bags Wealth	 Scales Supreme Court, justice, fairness	 Capitol Building Congress	 Quill and Pen Learning, knowledge

Use the symbols above to create your own political cartoon

Step 1: What is a topic or Issue you want to comment on?

Topics or issues can range from pop culture, music, wars, climate change, the Great Depression, and current political affairs.

Step 2: What do you want to say about your topic? Make a point.

Look over your notes. What issue stands out to you? Meaning, was there something that shocked you, something that you think is not right, something that you think needs change, something that is hypocritical, etc.?

For example: You may believe there is discontention between the Democrats and Republicans in America.

Write down your statement and ask yourself, "Why do you feel this way and what do you believe should be done?"

Step 3: Create

Can you think of an example of something that symbolizes your statement?

Give your specific opinion.

Why should we care about it? What should we do about it? Why is this important? Who is to blame? What does this say about what you believe?

Use these symbols above, or any other you can think of, to answer these questions and create your political cartoon.

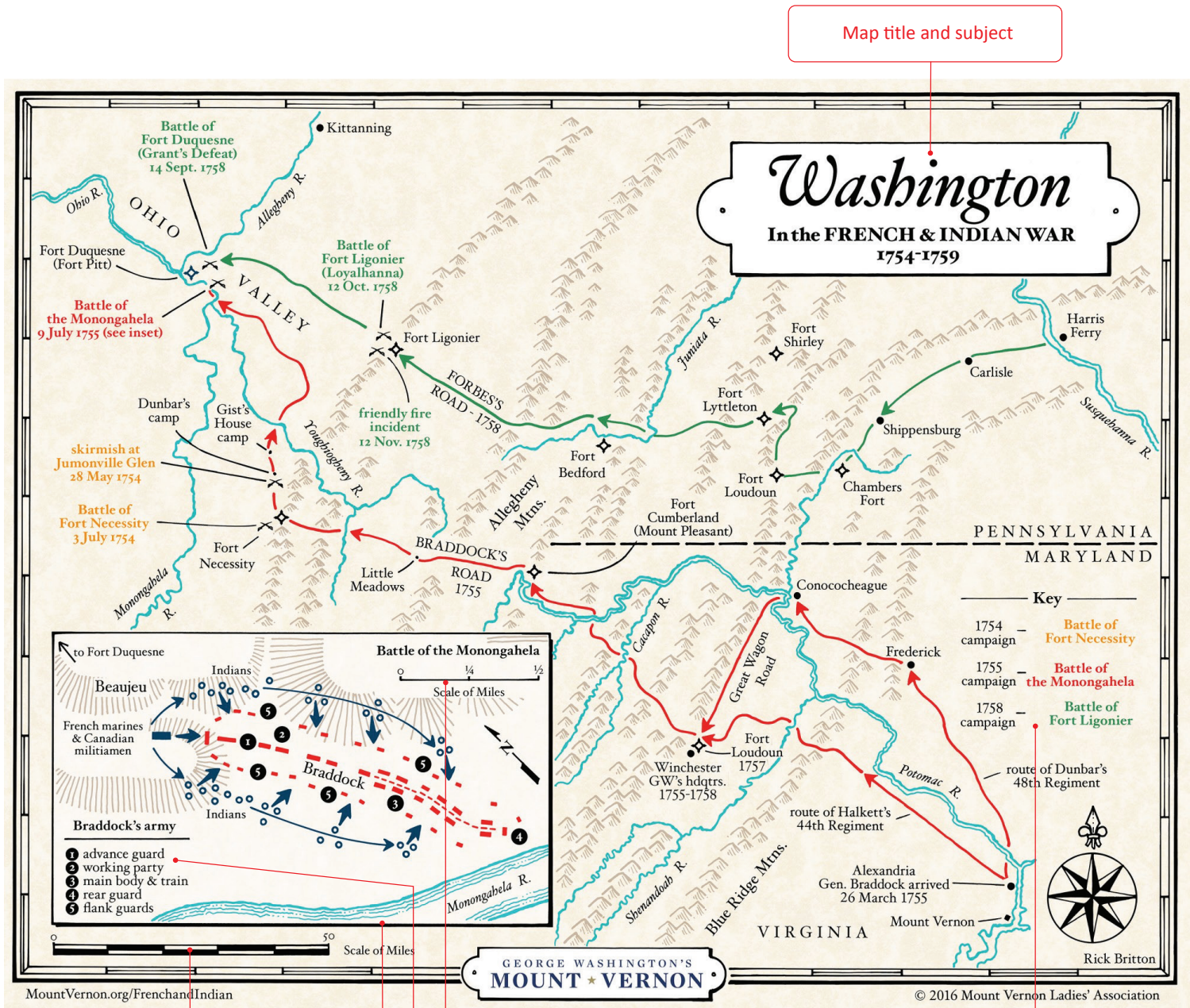
For example: You may believe there is discontention between the Democrats and Republicans in America. One could represent this with the Elephant and the Donkey, a raven overhead, an eagle in the background, and a dense fog surrounding the two parties. This could be interpreted as confusion and obscurity brought about through political contentiousness, which is bad news for both parties and America.

Map of Washington in the French & Indian War, 1754-1759

SOURCE: Mount Vernon. Web. <https://www.mountvernon.org/preservation/maps/washington-in-the-french-indian-war/>

This political cartoon is an allegory that celebrated nationhood in the years after the American Revolution.

This allegorical cartoon hung in Monticello among Thomas Jefferson's collection of art.



Map title and subject

Scale of miles for main map

Mini map close-up of the Battle of Monongahela. This has its own key and scale

Map key

DOCUMENT 4 - QUESTIONS

1. Circle the map key, and what is the purpose of a map key?
2. What information is the map trying to present?
3. What battles do you believe were successful or unsuccessful for General Washington?
4. What questions are you left with after looking at this map?

DOCUMENT 4 - SAMPLE ANSWERS

1. Circle the map key, and what is the purpose of a map key?

Map key, or a legend, is a small description of the symbols used for the map.

2. What information is the map trying to present?

The map is presenting General Washington's campaigns during the French-Indian Wars.

3. What battles do you believe were successful or unsuccessful for General Washington? Defend your claims.

General Washington, and the British forces, were routed in the Battle of Monongahela. This can be known because Washington's forces were surrounded with no way of escape.

4. What questions are you left with after looking at this map?

The results of the battles is left ambiguous, and one needs to do independent research to see the outcomes of certain battles.

Read these two documents to answer the following questions

[18]

NEW-HAMPSHIRE.

GRAFTON COUNTY <i>continued.</i>		Free white males of 16	Free white males under	Free white females in-	All other free persons.	Total.
		years and upwards, in- cluding heads of families	16 years.	cluding heads of families	Slaves.	
TOWNS.	Lyman, - - - - -	57	39	106		202
	Lyme, - - - - -	231	189	392	4	816
	Milfield, not inhabited					
	New Chester, - - -	70	103	139		312
	New Holderness, - - -	96	73	160		329
	Northumberland, - - -	34	27	56		117
	Orange, - - - - -	32	37	61	1	131
	Orford, - - - - -	140	125	272	3	540
	Peeling, not inhabited					
	Percy, - - - - -	14	11	23		48
	Piermont, - - - - -	103	113	206	1 3	426
	Rumney, - - - - -	97	113	201		411
	Shelburne - - - - -	12	5	18		35
	Stratford - - - - -	44	38	64		146
	Succes, not inhabited					
	Thornton - - - - -	96	98	191		385
	Trecothick, not inhabited					
	Warren, - - - - -	52	64	86	4	206
	Wentworth, - - - - -	56	73	112		241
	Locations { Hales's, - - - - -	3	2	4		9
{ Dame's, - - - - -	4	8	9		21	
{ Hart's, - - - - -	3	4	5		12	
{ Senter's, - - - - -	5		3		8	
{ Stark's, - - - - -	8	5	16		29	
{ Sterling's, - - - - -	3	2	4		9	
{ Wales's, - - - - -	1	3	2		6	
	3768	3315	6340	28 21	13472	

[55]
G E O R G I A .

		Free white Males of 16 years and upwards.	Free white Males under 16 years.	Free white Females.	All other free Persons.	Slaves.	Total of each county.	Total of each district.
<i>Lower District.</i>								
<i>Counties</i>	Camden	81	44	96	14	70	301	
	Glyn	70	36	87	5	215	413	
	Liberty	416	264	613	27	4025	5355	
	Chatham	816	480	1130	112	8201	11769	
	Effingham	627	336	711		750	2424	
<i>Middle District.</i>								
<i>Counties</i>	Richmond	1894	1925	3343	39	4116	11317	
	Burke	1808	1841	3415	11	2394	9469	
	Washington	947	1024	1885	2	694	4552	
<i>Upper District.</i>								
<i>Counties</i>	Wilks	5152	6740	12160	180	7268	31500	
	Franklin	225	243	417		156	1041	
	Greene	1027	1111	1832	8	1377	5405	
<i>Total,</i>		11103	14044	25720	398	29264		81538

Savannah, 25th June, 1791.

ROB. FORSYTH, *Marshal,*
District of Georgia.

Questions

1. What are these two documents?
2. What information is being displayed in these documents?
3. Do you notice any differences in how these documents categorize people?
4. Why do you believe males are divided into separate age brackets, while the females only have one category?
5. Why do you believe Slaves have no distinction between gender and age?
6. What do you believe qualifies someone as an, "other free person?"
7. How does census information help the government address issues?
8. What issues do you believe the United States Census Bureau run into today as they collect and process data about the U.S. population?

Questions

1. What are these two documents?

These two documents are examples of the first Census help in the United States.

2. What information is being displayed in these documents?

These documents display how large families are, how many people reside in a state or household, and how many males are above or below the age of 16.

3. Do you notice any differences in how these documents categorize people?

The documents give white males two unique categories, while females and other free peoples have one category.

4. Why do you believe males are divided into separate age brackets, while the females only have one category?

Students answers will vary: One speculative reason could be that females were seen as a white male's property, like a slave. Also white males were the only citizens able to vote, which may be why white males receive special treatment on the Census.

5. Why do you believe Slaves have no distinction between gender and age?

Student answers will vary: There is no distinction for slaves because all slaves counted as three-fifths of a white person, so all that mattered to the state was the quantity of slaves.

6. What do you believe qualifies someone as an, "other free person"?

Other free persons were people of color who were freed or not enslaved.

7. How does census information help the government address issues?

Student answers will vary: Census data is used to determine apportionment in the U.S. House of Representatives and can help the government make decisions that affect the American people. For example, current unemployment statistics might help inform the government's adjustment of economic plans.

8. What issues do you believe the United States Census Bureau run into today as they collect and process data about the U.S. population?

Student answers will vary: The tasks of the Census Bureau are likely much larger and more complex today than they were in 1790, as the population has grown and the Census Bureau has expanded its surveys of the population beyond the decennial census. Collecting survey responses from so many people could also be a challenge, despite advances in technology. Some Americans today are also probably concerned about the government's collection and use of personal data, preferring to maintain their privacy.