



Learning Project 3 Understanding Maps and Pictures

**Inquiry Activity 3-5:
Drawing Conclusions from Pictures and Passages**

In these two items, both passage and visual must be considered together to get the correct answer. In both cases, learners will have to draw conclusions from the information presented to them. Social Studies Item 7 is the political cartoon.

(Note: Italicized portions should be directed to the students.)

1. Identifying the Problem (Item 23 Science PA & 7 Social Studies PA)

Look briefly at the passage, title, and visual for each of the problems.

What are you being asked to do?

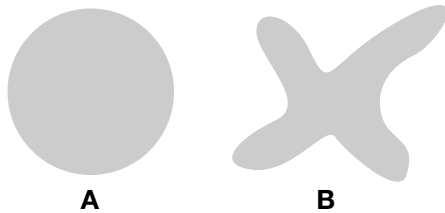
Have you seen pictures or cartoons like the following before? Where?

Think about what you see and what you think you will have to do.

Jot down your thoughts, or share them with a partner.

23. If object A and object B below both have the same mass, object B will lose heat more quickly than object A.

Body Structures and Heat Loss



If minimizing heat loss were the main consideration, which type of animal adaptation would be BEST suited to a small animal that lives in a cold climate?

- (1) long ears and long body
- (2) small ears and short tail
- (3) long nose and long tail
- (4) short nose and large ears
- (5) long tail and short nose



Question 7 refers to the following cartoon



Source: "What's A Stamp?" Mike Peters, *Dayton Daily News*, 6 January 1999. Copyright Tribune Media Services. All rights reserved. Reprinted with permission.

7. In the United States mail service is available to all people.

What does this cartoon imply about its future use?

- (1) The mail is likely to be censored by the federal government
- (2) The computerized postal service will discourage free speech among citizens
- (3) Electronic mail will violate the U. S. Constitution
- (4) Technological changes will alter the way citizens communicate by mail.
- (5) Inflation is a constant problem for the U.S. government in its efforts to provide services to its citizens.

What words or details might be important to understand in order to answer the questions?

What might you say the pictures and passages are about?

This cartoon is more of a comment upon current issues that affect the population at large. It is not a comment upon a particular person, political group, or country. This being the case, caricature is not as critical as in many other political cartoons. There is no cloaked symbolism, and the point of view is relatively neutral. However, those characteristics will probably need to be explored more with your learners since they play larger roles in most political cartoons.

2. Becoming Familiar with the Problem

Take each question separately. Look at the picture and ask yourself questions like the following. You should pay attention to which ones are helpful to you, so you can use them again.

What do you know about the topics of these pictures from your own experience or reading?

Does each picture make sense to you?

What additional information do the words in the passages give?

Read each question. What are you being asked to find out?

What idea is each question asking about?



3. Planning, Assigning and Performing Tasks

Planning: You may decide to work alone, in a pair, or a small group to do this Activity.

Assigning: In your pair or group, discuss what the picture shows, and decide what additional clarification comes from the passage.

Doing the Work: As you look at the picture, consider these strategies:

Clarify: Find and mark any words you might not know. Do the passages give enough information to clarify the words you do not know? If not, find the meaning by asking someone or looking it up.

Analyze: Remind yourself what the questions are asking you to do. What idea is being presented in each question?

Here you might want to conduct a burst lecture and/or a demonstration for the science question. For instance, to illustrate the concept covered in the question you could place three ice cubes together on a plate and place three others individually on separate plates. Have the class observe that the cubes placed together will melt more slowly than the three separate cubes.

What might the purposes of the passages be?

You may wish to use the graphic organizer presented in LP 2-3 to sort the information found in pictures and passages.

What details in the pictures clarify the text and answer the questions?

Here, you will probably want to encourage your learners to pay close attention to all of the details in the cartoon. It is critical for them to notice that the newspaper indicates a rise in postal rates and that the boy appears to be typing a letter (email?) on the computer. Once these details have been identified, learners will need to recognize the humor of the dialogue, which is dependent upon the details.

Find your answer to the questions.

For the science problem, question 23, the correct answer is (2) small ears and a short tail. Those characteristics conform the most closely to object A.

For social studies question 7, the correct answer is (4) Technological changes will alter the way citizens communicate by mail. The cartoon addresses both the rising cost of stamps and the availability of computers, as well as identifying the probable users of each type of mail service.

Be able to defend your answers and the ways you found them.

4. Sharing with Others.

Telling people what you know helps you understand the material better. Take this opportunity not only to share the knowledge, but also to learn it more completely.

Small groups: Compare the answers you found with the others in the group. Explain the support for each of your answers from the passages and pictures.

Whole class: Share with the whole class the steps you used to answer the questions. Take notes on any different ways of answering the questions other groups gave.

5. Reflecting, Extending, Evaluating

Reflecting: Think about what you have learned.

Here are some questions to start your thinking about the experiences you just had. Thinking about what you have learned and experienced is part of the learning process. When the focus is only on the answer, you don't get much



time to think about what was learned.

1. *What methods did you use to study the pictures and the passages that accompanied them?*
2. *What did you learn about using pictures and passages together to find the complete answer to a question?*
3. *Were these easy or difficult questions for you to answer? Explain.*

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in this Inquiry Activity to other information or situations.

1. *Either you or your instructor will bring in other cartoons from the newspaper or magazines and discuss them with your group. What information necessary to understanding the cartoon is found within the picture? Is there a caption? What does that add to your understanding?*
2. *Working with a partner or in a small group, develop a list of symbols that stand for countries, sports teams, celebrities, or companies that do business. Exchange lists with other groups and identify who or what the symbol stands for.*

If you see that the groups are having trouble with the idea of symbols, you might start them with considering flags of various states and nations and corporate logos.

3. *Where else can you find a picture added to a passage that clarifies the meaning of the passage?*
4. *Write a passage describing in an incomplete fashion how to do something. Include a diagram that adds to the text, so that both together will make a complete description.*
5. *Discuss in your groups or as a whole class why so many newspapers feature political cartoons.*

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. These questions have no right or wrong answers. This is your chance to look more closely at your learning style and the opportunity to state how you benefited or did not benefit from the content and/or the methods presented in this IA.

1. *What parts of the activity worked best for you? Explain.*
2. *What parts did not work well for you? Explain.*
3. *What ideas in this Inquiry Activity will you use when taking the GED test? Why?*
4. *How does following this 5-step format make you feel?*
5. *How do you feel about answering questions about pictures?*