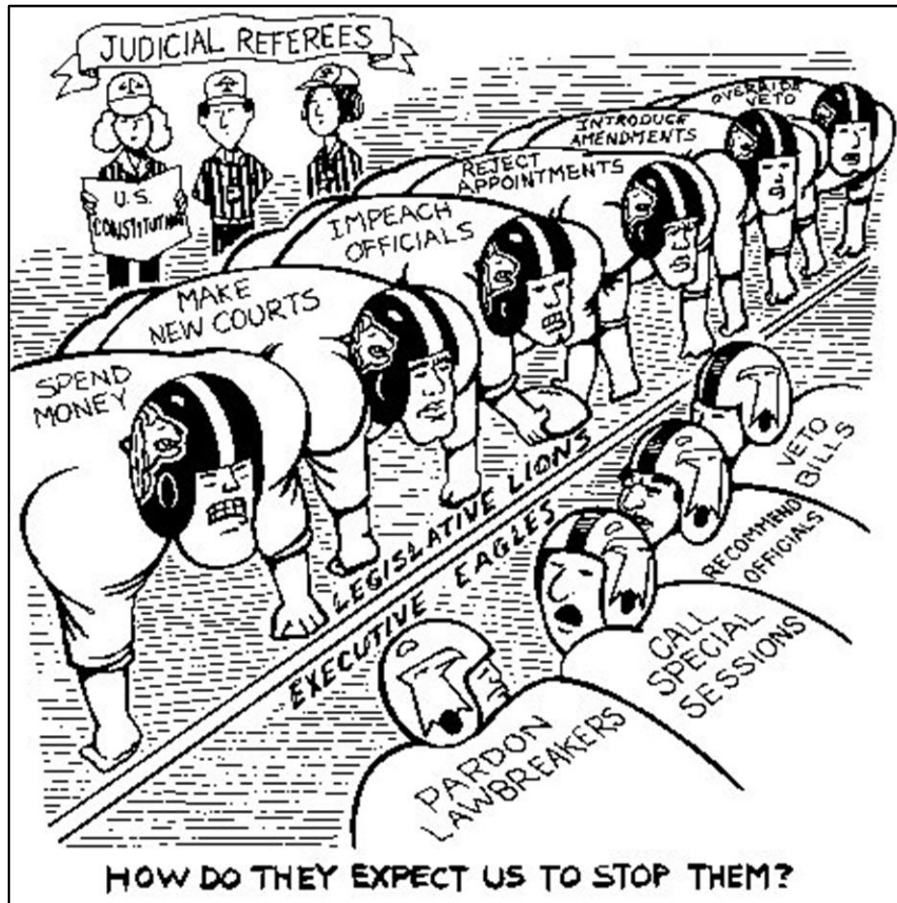


## CARE Blitz: 7<sup>th</sup> grade ELA (Week of 2/6)



1. **WAVES cartoon analysis:** On your own notebook paper, create the WAVES cartoon analysis chart (refer to other handout) and answer those questions using the cartoon.
2. **After** completing the WAVES cartoon analysis, answer the following questions on the back of the notebook paper that you used to complete the WAVES analysis:
  - a. What **vocabulary** in the cartoon will help you to understand the cartoon? (Make a list of the words that you need to know and define them.)
  - b. Which parts of the cartoon represent the concept of the **Separation of Powers**? (The Separation of Powers is the division of the government's powers and authority between the three branches of government: the Legislative Branch, the Executive Branch and the Judicial Branch.)
  - c. Which parts of the cartoon represent the concept of the **System of Checks and Balances**? (Checks and Balances is a system in which each branch of government is able to restrain, limit or check the power of the others.)
  - d. Which parts of the cartoon relate to **Judicial Review**? (Judicial Review is the power of the Supreme Court to say whether the any Federal, State or Local law or government action goes against the Constitution.)
3. Refer back to the WAVES analysis and information above:
  - a. What do you think the position of the cartoonist was in relation to the Supreme Court's power of Judicial review and the System of Checks and Balances?: Would he have been in favor of placing limits on the Executive Branch or opposed to it? (**Explain your answer using elements of the cartoon.**)
  - b. Do you agree with his position? Explain your answer using complete sentences.

## CARE Blitz: 7<sup>th</sup> grade ELA (Week of 2/13)



### 1. **WAVES cartoon analysis:**

On your own notebook paper, create the WAVES cartoon analysis chart (refer to other handout) and answer those questions using the cartoon.

2. **After** completing the WAVES cartoon analysis, answer the following questions on the back of the WAVES analysis paper:

a. What **vocabulary** in the cartoon will help you to understand the cartoon? (Make a list of the words that you need to know and define them.)

An **Alien** is someone who is not a citizen. There are 3 categories of **Legal Aliens**: **Resident Alien** (A legal immigrant who permanently lives in the U.S.), **Non-resident Alien** (A legal immigrant who expects to stay in the U.S. for a short time, such as a journalist or student.) and **Refugee** (A person fleeing his/her country to escape danger.)

- b. Which of the following statements is this cartoonist **most likely** to support?
- There should be an increase in the rate of accepting refugees into the U.S.
  - There should be a path to citizenship for illegal immigrants.
  - There should be a limit placed on the rate of accepting resident aliens into the U.S.
  - There should be an increase in the number of foreign students permitted to enter as non-resident aliens.

3. This cartoon was published in 1946 after legislation had passed reducing the immigration quotas during the Depression and during World War II. (An immigration quota is a limit that is placed on the number of people who are allowed to immigrate to our country.)

- a. Based on the WAVES analysis and information above, what do you think the position of the cartoonist was in relation to immigration?: Would he have been in favor of immigration or opposed to immigration? (**Explain your answer using elements of the cartoon.**)
- b. Do you agree with his position? Explain your answer using complete sentences.

## WAVES Cartoon Analysis Chart

- Create the chart below on your own notebook paper. (You will be using this chart again!)
- Keep in mind that not all cartoons will have all of these elements.
- If there is not an answer to one of these questions found in the cartoon, then move on to the next question/element.

<b>Cartoonist (name):</b>	<b>Date of cartoon:</b>	<b><u>Title of cartoon:</u></b>
<b><u>W</u>ords and 5 <u>W</u>'s: Who, What, Where, When, Why?</b>		<b><u>A</u>ctions and/or <u>A</u>rgument (is an argument being made? If so, what is it?):</b>
<b><u>V</u>isuals/<u>V</u>iewpoint:</b>		<b><u>E</u>motions/<u>E</u>xaggeration:</b>
<b><u>S</u>ymbolism:</b>		
<b><u>S</u>o What?/Summary: What is the message that the cartoonist is trying to send?</b>		