

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**ORGANIZING  
INFORMATION**

# FDR'S PRESIDENTIAL ELECTIONS

ELECTION OF 1932	
DEMOCRATIC PARTY	REPUBLICAN PARTY
Presidential Nominee	Presidential Nominee
Vice Presidential Nominee	Vice Presidential Nominee
Other Presidential Hopefuls	Other Presidential Hopefuls
Location of National Convention	Location of National Convention
Major Issues in the Election	Major Issues in the Election
Popular Vote	Popular Vote
Electoral Vote	Electoral Vote
THIRD PARTIES	
If there was any significant impact by any third party candidates, identify those candidates and the party that each represented. What was the major issue(s) of each of these third party candidates?	

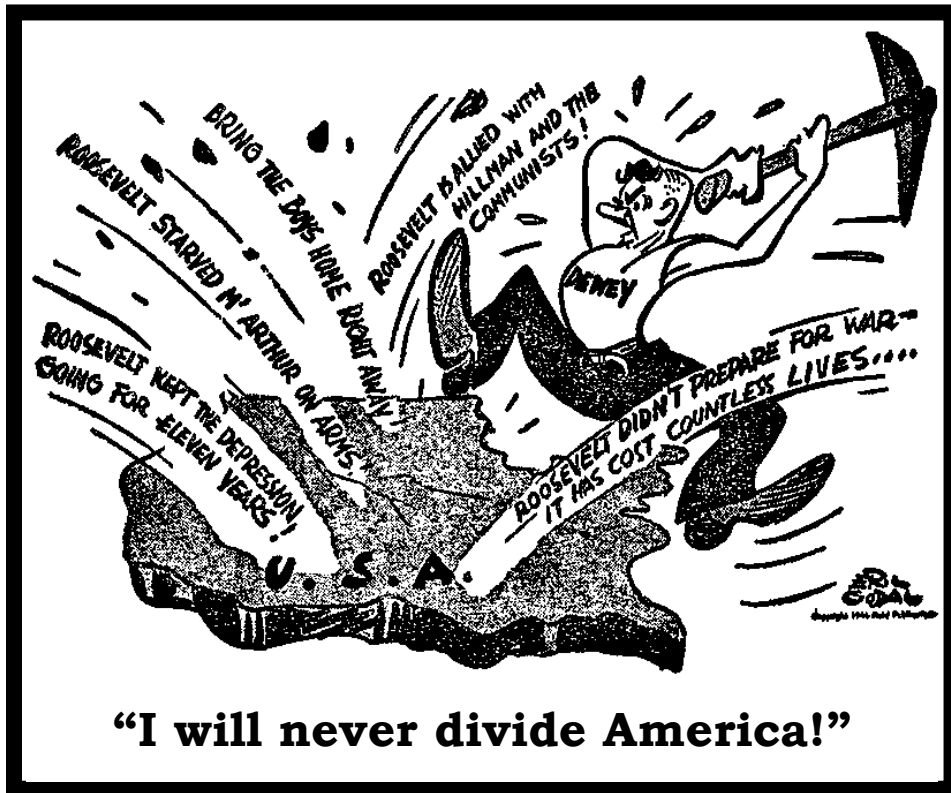
ELECTION OF 1936	
DEMOCRATIC PARTY	REPUBLICAN PARTY
Presidential Nominee	Presidential Nominee
Vice Presidential Nominee	Vice Presidential Nominee
Other Presidential Hopefuls	Other Presidential Hopefuls
Location of National Convention	Location of National Convention
Major Issues in the Election	Major Issues in the Election
Popular Vote	Popular Vote
Electoral Vote	Electoral Vote
THIRD PARTIES	
If there was any significant impact by any third party candidates, identify those candidates and the party that each represented. What was the major issue(s) of each of these third party candidates?	

<b>ELECTION OF 1940</b>	
<b>DEMOCRATIC PARTY</b>	<b>REPUBLICAN PARTY</b>
<b>Presidential Nominee</b>	<b>Presidential Nominee</b>
<b>Vice Presidential Nominee</b>	<b>Vice Presidential Nominee</b>
<b>Other Presidential Hopefuls</b>	<b>Other Presidential Hopefuls</b>
<b>Location of National Convention</b>	<b>Location of National Convention</b>
<b>Major Issues in the Election</b>	<b>Major Issues in the Election</b>
<b>Popular Vote</b>	<b>Popular Vote</b>
<b>Electoral Vote</b>	<b>Electoral Vote</b>
<b>THIRD PARTIES</b>	
If there was any significant impact by any third party candidates, identify those candidates and the party that each represented. What was the major issue(s) of each of these third party candidates?	

<b>ELECTION OF 1944</b>	
<b>DEMOCRATIC PARTY</b>	<b>REPUBLICAN PARTY</b>
<b>Presidential Nominee</b>	<b>Presidential Nominee</b>
<b>Vice Presidential Nominee</b>	<b>Vice Presidential Nominee</b>
<b>Other Presidential Hopefuls</b>	<b>Other Presidential Hopefuls</b>
<b>Location of National Convention</b>	<b>Location of National Convention</b>
<b>Major Issues in the Election</b>	<b>Major Issues in the Election</b>
<b>Popular Vote</b>	<b>Popular Vote</b>
<b>Electoral Vote</b>	<b>Electoral Vote</b>
<b>THIRD PARTIES</b>	
If there was any significant impact by any third party candidates, identify those candidates and the party that each represented. What was the major issue(s) of each of these third party candidates?	

**POLITICAL  
CARTOONS**

# FDR'S PRESIDENTIAL ELECTIONS



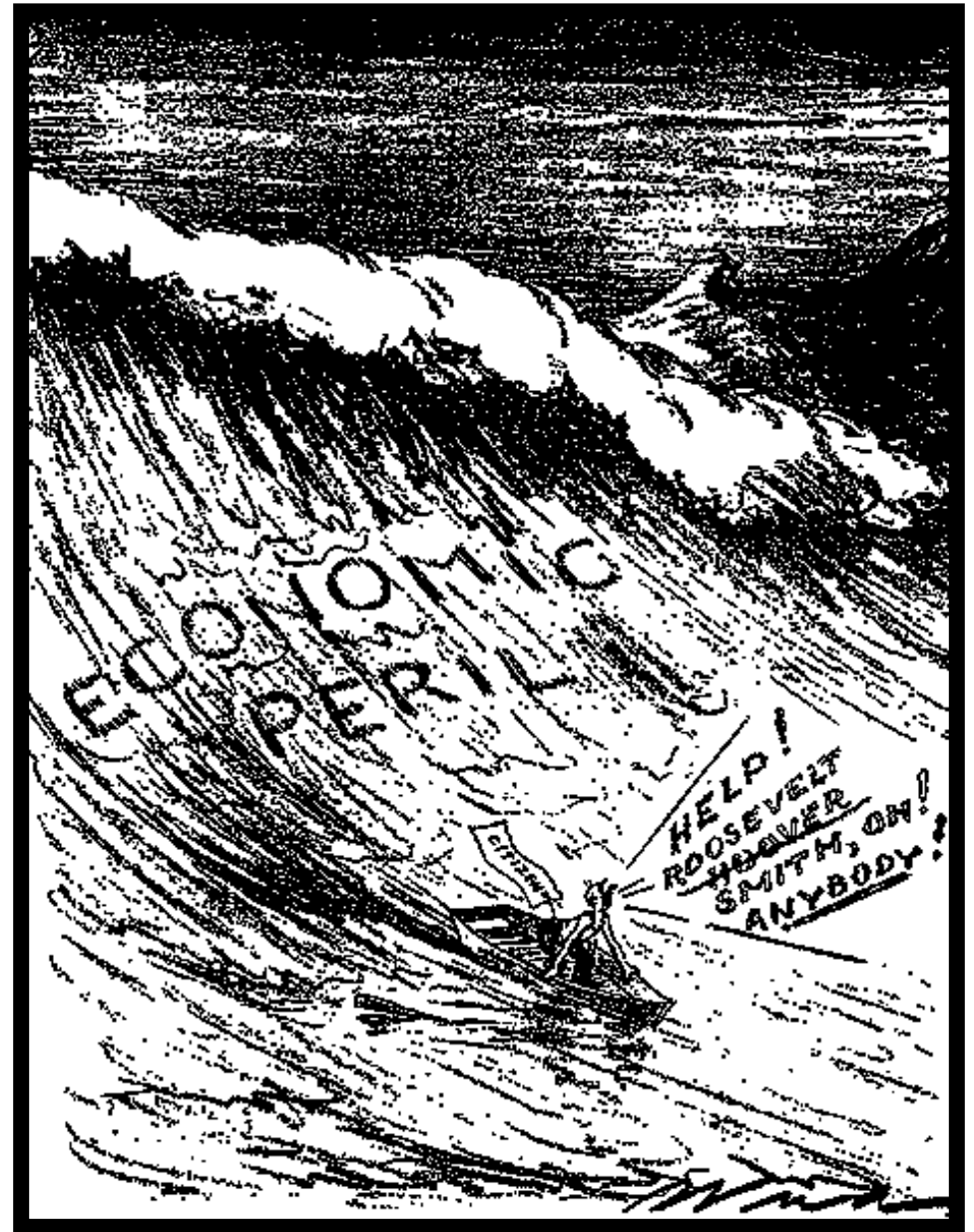
Godal, Eric. “I Will Never Divide America!” *The New Republic*. *Presidential Campaigns: A Cartoon History 1789-1976*, Indiana University.



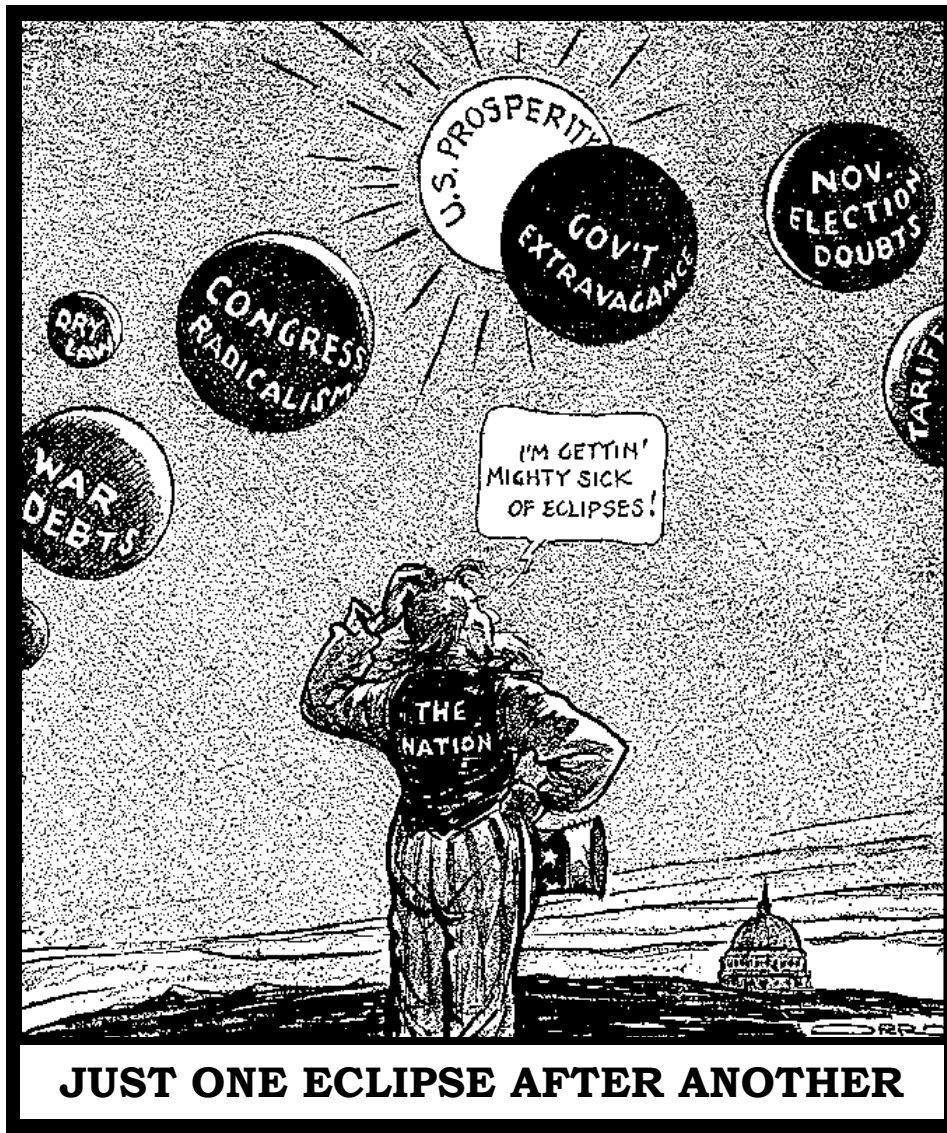
Warren. “Rail-Splitter.” *Philadelphia Public Ledger*, reprinted *Review of Reviews*. *Presidential Campaigns: A Cartoon History 1789-1976*, Indiana University.



Kirby, Rollin. "The Frustrated Salesman." *New York Post*. *Presidential Campaigns: A Cartoon History 1789-1976*, Indiana University.



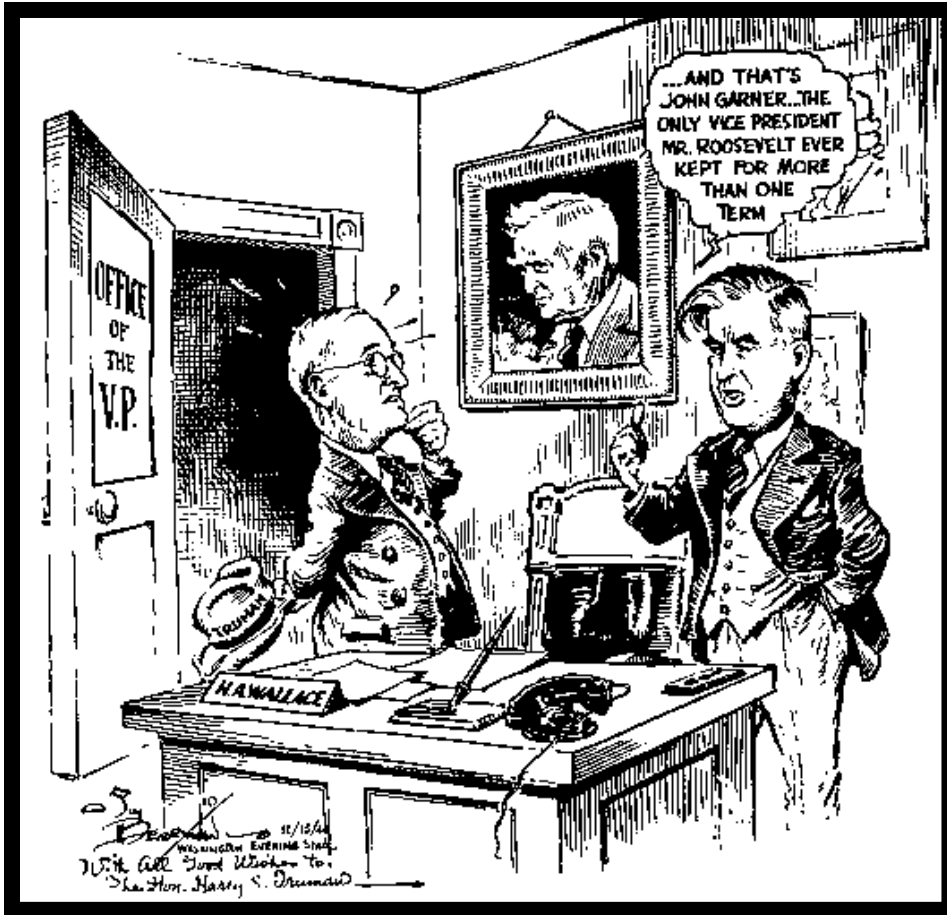
"Economic Peril." *White Plains Republic*. "A New Deal for Texas Parks—HTML Exhibit," *Texas Parks and Wildlife*.



Orr, Carey. "Just One Eclipse After Another." *Chicago Tribune*, reprinted *Review of Reviews. Presidential Campaigns: A Cartoon History 1789-1976*, Indiana University.



Orr, Carey. "The Boys Started Something Way Back in '76." *Chicago Tribune*. *Presidential Campaigns: A Cartoon History 1789-1976*, Indiana University.



"Office of the V.P." *Washington Post*. Harry S. Truman Library and Museum, National Archives and Records Administration.



Darling, J.N. "Whistling Through the Graveyard." *New York Tribune*. "The Editorial Cartoons of J.N. 'Ding' Darling," *The Cowles Library Collection*, Drake University.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# ANALYZING DOCUMENTS

AP UNITED STATES HISTORY

## SOAPS ANALYSIS FOR WRITTEN DOCUMENTS

The **SOAPS** method of document analysis allows students to “unpack” written documents and identify point-of-view and bias. **SOAPS** is an acronym for the elements of a written document that need to be identified for proper analysis. Those elements include **S**peaker, **O**ccasion, **A**udience, **P**urpose, and **S**ignificance.

This approach to analysis is relevantly used in poetry, speeches, short stories, newspaper articles, and countless other documents. Remember, all components of this approach *must* be supported from the text and *must* be backed up by the words from the text.

<b>S</b> PEAKER	<p>Who is the speaker producing this document? Sometimes the speaker is someone everyone knows. Other times, the speaker is someone no one knows. In either case, who is the person? What is their background and why are they making the points they are making? What does the document tell us about the speaker? Is there a bias in what was written? You must be able to cite evidence from the text that supports your answer. You must “prove” your answer based on the contents of the document. Do not view this part of the analysis simply as a biography of the speaker, though.</p>
<b>O</b> CCASION	<p>What is the occasion? In other words, what is the time (when?) and place (where?) of the piece? This component is more than a simple date. What event(s) and/or era(s) provide the backdrop and <i>context</i> for the document? What specifically promoted the author to create this piece? How do you know from the text? It is particularly important that students understand the <i>context</i> that encouraged the writing to happen.</p>
<b>A</b> UDIENCE	<p>Who is the audience? Audience refers to the group of readers to whom this piece is directed. The audience may be one person, a small group, or a large group; it may be a certain person or a certain people. What assumptions can you make about the audience? Is it a mixed racial/gender group? What social class? What political party? For whom was the document created and how do you know? Are there any words or phrases that are unusual or different? Does the speaker use language that is specific for a unique audience? Does the speaker evoke God? Nation? Liberty? History? How do you know? Why is the speaker using this type of language?</p>
<b>P</b> URPOSE	<p>What was the purpose of the document? Meaning, what is the reason behind the text? What is the document saying? In what ways does the author convey this message? How would you perceive the speaker? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker’s tone? How is the document supposed to make you feel? Identifying the purpose helps you examine the argument or its logic.</p>
<b>S</b> IGNIFICANCE	<p>Why is this document significant and important in history? What does the document say about the era in which it was created? What, if anything, did it lead to? What was the response to this document? Did the speaker accomplish his/her purpose? Is there a connection between this document and later historical events or the modern world? If so, explain.</p>

## OPTIC ANALYSIS FOR VISUAL DOCUMENTS

Paying attention to details is a habit that is a necessary part of effective analysis. As you analyze visual documents, including paintings, photographs, advertisements, maps, charts, or graphs, the **OPTIC** strategy can help you construct meaning. OPTIC is an acronym for **O**verview, **P**arts, **T**itle/**T**ext, **I**nterrelationship, and **C**onclusion.

<b><u>O</u>VERVIEW</b>	<p>What is the image about? Phrases that may help you describe what you see include: This image portrays.... This photograph emphasizes.... The photographer arranges.... The photograph shows....</p>
<b><u>P</u>ARTS</b>	<p>Key in on all of the parts by noting details that seem important. Where is the photographer/artist? Is the image being seen from above, below, or at eye-level with the subject? What is the focal point or what stands out the most? Does the color, lighting, textures, patterns, shapes, or size seem important? Is there any contrast of the same elements listed above? How are the subjects and/or people arranged in the photo? Why is this arrangement effective?</p>
<b><u>T</u>ITLE/<u>T</u>EXT</b>	<p>Use the title to clarify the subject of the image. Consider both the literal and metaphorical meanings. What does the title suggest? Is there any text in the image, such as a caption or words in the image itself? What might this text suggest?</p>
<b><u>I</u>NTERRELATIONSHIP</b>	<p>Identify interrelationships in the image. In other words, how are the parts related, both to one another and to the image as a whole? Consider how the parts come together to create a mood or convey an idea or argument. Phrases to describe attitude or tone in an image may include: The image creates a feeling of.... This image conveys the idea that ... through the use of.... The photographer/artist seems to suggest....</p>
<b><u>C</u>ONCLUSION</b>	<p>Draw a conclusion about the visual. What does it mean? Think about what the artist/photographer might be trying to capture or convey, and what ideas, arguments, or implications this image presents. Given what you see and what you know about the image, what do you think it means? What message do you think the creator is trying to express? What other messages, if any, does this image express? What do you think might have been the intended purpose of this image? The intended audience? Do you think this image effectively achieves this purpose? Why or why not?</p>









