MEANINGFUL IMAGE DESCRIPTIONS
For Social Studies Content
Meaningful Image Descriptions for Social Studies Content

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Accessible Test Editor
https://sites.aph.org/accessible-tests/
Learning Objectives

• Define an image description
• Evaluate when it is appropriate
• Recognize the basics
• Compare braille formatting options
• Locate resources
• Feel better prepared to construct your own
Social Studies

- U.S. History
- World History
- State specific history
- Geography
- Civics
UNDERSTANDING IMAGE DESCRIPTIONS
An Image Description is

- A description of an image
- A quick and short method to share information found in print graphics
- An alternative to a tactile graphic, when appropriate
- A Transcriber’s Note
An Image Description is

NOT the same as

• Alternative Text
• Video Descriptions
• Verbal Descriptions
An Image Description is NOT necessary for certain types of images:

- Tables
- Timelines
- Ancestral Charts
- Organizational Charts
- Pictographs
An Image Description is

NOT able to replicate certain skills being taught
Tactile Graphic Skills

Reading a map
Tactile Graphic Skills continued

Indian Removal Act, 1830–1840

Following movement
Tactile Graphic Skills continued

Measuring
Tactile Graphic Skills continued

Reading a graph
DECISION MAKING PROCESS
Keep or Omit?

- Not just for visual appeal
- Provides unique information
- Referenced elsewhere
- Needed for activities

Explain omissions with a Transcriber’s Note
Description or Tactile?

- The student
- Information overload
- The requesting agency
- Your skill set
- Timeliness
THE BASICS OF GOOD DESCRIPTIONS
1. Consider the Context

• Read the surrounding text
• Check for questions and tasks associated with the image
• Review the caption
Context

- Caption details longest place name in the US and origins of the name.
- Surrounding text discusses the significance of place names.

**Figure 1-14 Longest U.S. Place Name** The longest place name in the United States may be Lake Chargoggagoggmanchauggagoggchaubunagungamaugg, Massachusetts. One hypothesis is that the name is Algonquian language for “fishing place at the boundaries—neutral meeting grounds.” Others believe that the original meaning is unknown, and the current meaning and spelling are recent inventions.
Braille Fun

,*>go7ago7man*au7ago7*aubunagungamaugg

Chargoggagoggmanchauggagoggchaubunagungamaugg
“... to form a more perfect union ...”

—Preamble to the Constitution
7. Analyzing Paintings
Examine the painting of the Constitutional Convention on page 127. How does the tone of the painting compare with the text’s description of difference and difficulties at the convention? What purpose do you think the artist had that might account for any difference?
INFLUENZA PANDEMIC OF 1918–19

The most severe influenza outbreak of the 20th century and, in total number of deaths, among the most devastating pandemics in human history.

**What Is Influenza?**
Disease caused by a virus transmitted between humans by airborne respiratory secretions.

**What Is a Pandemic?**
Outbreak of infectious disease that occurs over a wide geographical area and that is of high prevalence, generally affecting a significant proportion of the world’s population, usually over the course of several months.

**Origins**
No universal consensus.

**Why Was It Called the Spanish Flu?**
Initial reports of mass illness first appeared in Spanish newspapers. During World War I, Spain was neutral and could report freely while combatant countries censored news of the flu.

**How Did It Spread So Quickly?**
- World War I placed large numbers of people close to one another
- 30% of U.S. physicians were deployed
- Health services were limited
- Medical technology and countermeasures were limited or nonexistent
- No diagnostic tests or vaccines existed
- Doctors didn’t know influenza viruses existed
- No antiviral pandemic drugs existed

**THE PANDEMIC OCCURRED IN THREE WAVES**

**March 1918**
- Compared to mild
- Spread through Western Europe during World War I

**August 1918**
- More severe
- Quickly caused pneumonia
- Camp Devens, Massachusetts: 2,500 cases existed 6 days after the first case

**Winter-Spring 1919**
- Added to death toll
- Succeeded in summer 1919

DEATHS IN THE UNITED STATES

INFLUENZA PANDEMIC OF 1918–19

- **World War I** 116,516
- **World War II** 292,131

Unusually, nearly half of all deaths occurred in healthy people 20–40 years old.

DEATHS AROUND THE WORLD

- **INFLUENZA PANDEMIC OF 1918–19**
  - 1 million people
  - 25 million

- **World War I**
  - 8.5 million
  - By some estimates, 40–50 million may have died

- **World War II**
  - 19.4 million

WORST PANDEMICS

- **Black Death**
  - 25 million (by some estimates, 50 million)

- **Influenza Pandemic of 1918–19**
  - 25 million (by some estimates, 40–50 million)

- **HIV/AIDS**
  - 35 million

- **Antonine Plague**
  - 5 million

Sources: CDC, Infectious Diseases Society of America
Bar graph showing the deaths in the United States:

- During the influenza pandemic of 1918–19, 675,000 people died in the United States.
- During World War I, U.S. deaths numbered 116,516.
- During World War II, U.S. deaths numbered 292,131.
- Unusually, nearly half of all deaths during the influenza pandemic of 1918–19 occurred in healthy people 20–40 years old.

A chart showing the worst pandemics includes:

- The Black Death caused 25 million deaths worldwide, but by some estimates, 50 million people died.
- The influenza pandemic of 1918–19 caused 25 million deaths worldwide, but by some estimates, 40–50 million may have died.
- HIV/AIDS caused 35 million deaths worldwide.
- The Antonine plague caused 5 million deaths worldwide.
2. Focus on the Content

• Determine information unique to the image
• Describe only what is there
• Do not interpret the material
1 Where do amendments get their start?
2 Do you think the process is too easy, too difficult, or just right? Explain your answer?
Washington and the Continental Army lived through a terrible winter at Valley Forge.

How did the difficult winter at Valley Forge affect the Continental Army?
The Lowell factory system combined all the different steps of making cloth under one roof.

What is the source of the power in this mill?
3. Be Clear and Concise

- Choose your words carefully
- Ignore extraneous details
- Avoid information overload
- Student should read the description once to understand
Clear and Concise

On Location

Madeira Islands

This hillside has been terraced to allow the owner to build a house and plant crops.

**Human/Environment Interaction** How would terraced fields help prevent erosion?
Technological advancements led to an increase in the production of materials. The spinning mule was able to utilize 1,000 spindles at once, compared to one spindle on a spinning wheel.
Clear and Concise
Clear and Concise
Clear and Concise

This 1774 cartoon shows some Patriots pouring tea down the throat of John Malcolm, a British tax collector. What message is the artist trying to send? How do the Patriots seem to feel towards the tax collector?
Five smiling patriots, wearing tricorn hats and buckled shoes, have tied a rope around the neck of a scowling tax collector underneath a tree labeled “Liberty Tree.” A sign for the Stamp Act is posted upside down on the trunk of the tree and a noose is hanging from a branch from which they will soon hang the tax collector. A bucket of tar is on the ground and the tax collector is covered in chicken feathers because the Patriots have tarred and feathered him. Two of the Patriots are shoving the tax collector to his knees and pushing him backwards, while another Patriot pours tea into the tax collector's mouth, which he then vomits onto the ground. Meanwhile in the background, people are dumping tea off the side of a large boat into the water, probably the Massachusetts Bay.
Five sneering Patriots surround the tax collector who has been tarred and feathered. Two of the Patriots are forcing him towards the ground while another Patriot is dumping tea into his mouth.
Concise

Analyzing Political Cartoons

Paying the Tea Tax  This cartoon by a British artist shows Bostonians forcing tea down the throat of a tarred and feathered customs official. In the background, colonists dump tea in Boston Harbor. Why do you think the words “Stamp Act” are hung upside down on the Liberty Tree?
EQUITABLE ACCESS
To all things graphic
Equitable Access

• Current events or historic ones
• Do not interpret
• Do not include personal bias
• Do not censor
Context

“How to engage students in civil discourse following events at the U.S. Capitol”
Content

A drawing by an Aztec artist
Mass grave discovered during the liberation of Bergen-Belsen Concentration Camp in April 1945.
History, despite its wrenching pain
Cannot be unlived, but if faced
With courage, need not be lived again.

-Maya Angelou
“On the Pulse of Morning”
BRAILLE FORMATTING
Narrative

• Embedded or 7-5
• Within Transcriber’s Note indicators
• Drawings, photographs, and paintings
• Introduce the image
• General to specific
Narrative

Do you think this painting was meant for a Union or Confederate audience? Explain your answer.
Soldiers in blue uniforms are carrying weapons and an American flag as they emerge from a cloud of smoke to attack troops in mismatched clothing waiting in a bunker below. The faces of the soldiers in blue are shown as they charge while only the backs of the other soldiers are visible.
In the late 1700s, American industries lacked experience. As a result, it often cost American manufacturers more to make a product than it cost foreign makers. To raise the price of imported products, the U.S. government used tariffs. This helped protect American industries by making foreign-made goods more expensive and, therefore, less attractive to American buyers.
Narrative

BREAKDOWN OF COST

The graph shows a hat made in U.S. costs $6 and a hat made in Britain costs $7. The cost to produce the U.S. hat is $5 and has a profit of $1. The cost to produce the British hat is $4 and has a profit of $1, plus a tariff of $2.
List

• Simple or Nested
• Include Transcriber’s Note explaining change
• Images with steps, processes, diagrams
• Single category of information
What was the most common occupation among the men who attended the Convention?

*Judges, Physicians, Planters, philosopher, Professor, Surveyor

Source: Fifty-Five Fathers: The Story of the Constitutional Convention
List

The 55 Framers

@. The circle graph is presented as a list.@.>

Lawyers 31
Merchants 8
Politicians 4
Other (Judges, Physicians, Planters, philosopher, Professor, Surveyer) 12
List

What crop was important in making Jamestown and early Virginia an economic success?
List

The Southern Colonies
<Map has been omitted. Products are listed by each colony.>

Maryland
Iron
Tobacco

Virginia
Cattle
Grain
Tobacco
Fish
Rum …
Sino-Caucasian?
Sino-Tibetan 1,259
Tai-Kadai 80
Tai 46
Zhuang 15
Tai-Kadai 80
Sinitic 1,185
Wu 77
Min 70
Hakka 30
Gan 21
Mandarin 845 …
List

Identify a legislative branch check on the judicial branch.
A SYSTEM OF CHECKS AND BALANCES

The diagram, which has arrows pointing from one branch of government to another, has been converted to a list.

Executive Branch
Can veto legislation; Legislative Branch
Can appoint judges; Judicial Branch

Legislative Branch
Can impeach president; Can override veto; Can reject appointments; Can refuse to approve treaties; Executive Branch
Can impeach judges; Can reject appointment of judges; Judicial Branch

Judicial Branch
Can declare acts of legislature unconstitutional; Legislative Branch
Can declare presidential actions unconstitutional; Executive Branch
List

The Separation of Powers

- President
  - Vetoes bills
  - Suggests legislation
  - Calls special sessions
  - Appoints judges
  - Grant pardons
  - Interprets treaties
  - Rules on constitutionality of executive actions

- Congress
  - Determines the number of Supreme Court judges
  - Establishes lower federal courts

- Judiciary
  - Impeaches judges
  - Determines constitutionality of laws
  - Regulates types of appeals

- Legislative
  - Can impeach the President and override a veto
  - Can declare laws unconstitutional
  - Can impeach judges and reject appointment of judges

- Judicial
  - Can declare presidential actions unconstitutional

A Federal System:
Under the Arts, the three branches of government are interdependent, with each branch playing a critical role in the checks and balances system.
Table

• Information displayed in columns and rows
• Include Transcriber’s Note explaining change
• Graphs, some maps, when values are identified
• Related categories
# Types of Government

<table>
<thead>
<tr>
<th>Type of Government</th>
<th>Who Holds Power</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Democracy</td>
<td>All citizens vote directly on issues.</td>
<td>Parts of Switzerland</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some New England towns</td>
</tr>
<tr>
<td>Representative Democracy</td>
<td>People vote for representatives who lead the country and make laws.</td>
<td>United States</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Russia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Constitutional Monarchy</td>
<td>A monarch inherits the right to rule but is limited by laws and a law-making body elected by the people.</td>
<td>United Kingdom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Japan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sweden</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jordan</td>
</tr>
<tr>
<td>Absolute Monarchy</td>
<td>A monarch inherits the right to rule and has unlimited power.</td>
<td>Saudi Arabia</td>
</tr>
<tr>
<td>Dictatorship</td>
<td>A dictator makes all laws and suppresses any opposition.</td>
<td>Cuba</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Iraq under Saddam Hussein</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Germany under Adolf Hitler</td>
</tr>
</tbody>
</table>

**Analyzing the Chart**

The United States is one of many countries with a democratic type of government.

**Government** What is the difference between a direct democracy and a representative democracy?
## Population: Urban vs. Rural

<table>
<thead>
<tr>
<th>Country</th>
<th>Urban (%)</th>
<th>Rural (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chile</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>Colombia</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>Ecuador</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Mexico</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Suriname</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Venezuela</td>
<td>87%</td>
<td>13%</td>
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The bar graph is presented as a table.
Table

ELECTION OF 2020

Maine split its electoral votes: Biden 3, Trump 1.

Nebraska split its electoral votes: Trump 4, Biden 1.

© Encyclopædia Britannica, Inc.
<table>
<thead>
<tr>
<th>State</th>
<th>Biden (Democratic)</th>
<th>Trump (Republican)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>..................</td>
<td>9</td>
</tr>
<tr>
<td>Alaska</td>
<td>..................</td>
<td>3</td>
</tr>
<tr>
<td>Arizona</td>
<td>11</td>
<td>..................</td>
</tr>
<tr>
<td>Arkansas</td>
<td>..................</td>
<td>6</td>
</tr>
<tr>
<td>Total Electoral Votes</td>
<td>306</td>
<td>232</td>
</tr>
</tbody>
</table>
How do the British feel about the migration? How do you know?
Uncle Sam is sitting on the United States shore next to Castle Gardens and a sign that reads “Wanted 1,000,000 men, Good Wages.” On the British shore, a group Irish immigrants are following a sign that reads “To the American Steamers,” which points to boats waiting nearby. John Bull is pulling one of the immigrants away from the steamers. The British Lion is watching John Bull and frowning.
Multi-frame Cartoons

Amsterdam, 1664

Meanwhile in England, King Charles II is feeling greedy. I want to increase our colonies. There is New Netherland... Taking it over would make trade easier.

To my brother, the Duke of York, I give a gift. All the land between the Charles and Delaware Rivers!

I have to take it by force.

We hereby claim this land for England. Surrender at once!
Multi-frame Cartoons

@.<Frame 1: A peaceful street.@.>
New Amsterdam, 1664
@.<Frame 2: Throne room.@.>
Meanwhile in England, King Charles II is feeling greedy.
King Charles I want to increase our colonies.
Advisor There is New Netherland...
King Charles Taking it over would make trade easier.
@.<Frame 3@.>
King Charles @.<offering a scroll@.> To my brother, the Duke of York, I give a gift. All the land between the Charles and Delaware Rivers!
@.<Frame 4: Large ships sailing on the ocean.@.>
GOOD DESCRIPTIONS

1. Consider the Context
2. Focus on the Content
3. Are Clear and Concise
4. Offer Equitable Access
CHECK OUT THE HANDOUT
For more information & resources!

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