

## Day 1: Political Cartoon Scavenger Hunt Worksheet

- An Donkey
- An Elephant
- A Bull
- A Pig
- A Farm Animal
- A Dangerous Animal
- A Bird
- A Dove
- A Shark
- A Dog
- A Former President
- The White House
- The Capital Building
- Statue of Liberty
- Another Famous Statue
- A Symbol of a Company
- An Angel
- A Devil
- Uncle Sam or Joe Citizen
- The Grim Reaper
- Father Time
- Someone who is Crying
- Someone who is Fighting
- Road Signs
- A Television Set
- A Computer
- A Baby
- An Old Man
- Picket Signs
- Reporters/Media

- Garbage
- President Bush
- A Soldier
- Someone in Danger
- Someone in Pain
- A Canon or Big Gun
- A Pistol or Rifle
- A Bomb
- An Airplane or Tank

Objects are like a vocabulary list in English class. Students must try to explain what each object is trying to portray. For example: Dollar symbols portray money. An elephant portrays the Republican Party.

## Day 2: Analyzing and Interpreting Political Cartoons

Editorial cartoon (political cartoon) - an illustration or comic strip containing a political or social message, that usually relates to current events or personalities.

What events are inspired by the cartoon?

Are there any real people in the cartoon? Who are they and what do you think they represent?

Are there any symbols in the cartoon? What symbols did you find and what do you think they represent?

What do you think is the cartoonist's opinion about the topic portrayed?

Do you have enough of an understanding of this political cartoon to give your opinion of the topic? If so please give your opinion.

Teacher: Mrs. Allain-Moody  
Subject: 8<sup>th</sup> grade United States History

Lesson time: 50 minutes  
Time period: 6 classes

### **Analyzing and Interpreting Editorial Cartoons**

**Overview:** These lessons are designed for 8<sup>th</sup> grade students of average and advanced ability.

**Standard covered in this unit:** GENERAL STANDARD 26: Analysis of Media\*  
Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.

27.6: Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.

(Continue to address earlier standards as needed and as they apply to more difficult texts and media productions.)

3.12 In conducting research use all appropriate electronic sources (web sites)

**Standard previously covered: Activating prior knowledge:**

**Industrial America and Its Emerging Role in International Affairs, 1870-1920**

USII.1 Explain the various causes of the Industrial Revolution. (H, E)

- A. the economic impetus provided by the Civil War
- B. important technological and scientific advances
- C. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt

USII.2 Explain the important consequences of the Industrial Revolution. (H, E)

- A. the growth of big business
- B. environmental impact
- C. the expansion of cities

**Lesson Objectives:** In this six day lesson students will be able to interpret and understand the opinions expressed in editorial cartoons. Explore the visual language of editorial cartoons to gain a better understanding of the characterization of issues. They will also be able to identify and interpret elements of political cartoons, use the Internet to search for political cartoons and cartoonists, use word processing software to copy and save their favorite cartoons, write summarizations on them, and select three cartoons to analyze, interpret and share with their classmates through a power point presentation.

**Materials:**

Symbol/Scavenger Hunt worksheet (Day 1)

Worksheet on analyzing and interpreting a political cartoon (Day 2)

List of web sites students will be researching

One Smart Board

One projector

Computer Lab with twenty computers that have internet access as well as Microsoft

Power point and word capabilities

Twenty black diskettes (one for each student to save their power point presentations)

Pen or Pencil

Rubric for Power point

Rubric for Presentation

### **Day 1: Deciphering symbols and icons used in cartoons**

Students will be taken to the computer lab. They will be given the first handout, a symbol/scavenger hunt worksheet. Along with a partner they must look and find different symbols that are listed on the worksheet and interpret the symbols meanings. When they are done the scavenger hunt worksheet they will switch partners and compare their interpretations with each other. This gives them the opportunity to check and confirm their understanding of the different symbols.

The web site they will be using is called Daryl Cagle's Professional Cartoonist Index [www.cagle.com](http://www.cagle.com). Daryl Cagle's Professional Cartoonists' Index allows students to search the site by preset topics, cartoonist, date, and key words. In this lesson they will be able to search based on their current interests with over thousands of topics and cartons to choose from. To ensure that students are staying on task I will circulate the classroom

### **Day 2: Interpret and understand the opinions expressed in editorial cartoons**

Students will be given the worksheet for the day and then taken back to the computer lab. They will re-group with their original partner and be given a specific cartoon to look at. Each group will be given a different cartoon to research and analyze. They will be given fifteen minutes to look at their specific cartoon. After the fifteen minutes they will switch partners and share their cartoon with a new person. They must explain to their new partner what their cartoon was all about and vice versa.

### **Day 3: Learning to use Power point**

Students will be taken back to the computer lab and given a lesson on how to use Microsoft Power point. I have a projector and smart board available to me and am able to introduce the lesson to all students at the same time. If some students have knowledge of power point they will be grouped with students that do not. I will be teaching the concept of power point such as creating slides, using text in your slides and how to add on to your slides by creating new ones. Once they get the concept of power point they will be able to create a presentation. I will circulate the classroom to ensure that students are on task and also act as a resource.

#### **Day 4: Introduction to The British Cartoon Archive, University of Kent**

##### **Topic: Industrialism**

<http://opal.kent.ac.uk/cartoonx-cgi/ccc.py?mode=summary&search=industrialism>

Students will have had prior knowledge of Industrialism from the previous weekly unit plan. We will view four political cartoons together and discuss each one. This site gives a list of vocabulary words associated with each cartoon and it also gives other important information necessary to help students understand each cartoon. The four cartoons we will go to are attached and below is the link associated with each cartoon.

<http://opal.kent.ac.uk/cartoonx-cgi/ccc.py?mode=single&start=0&search=industrialism>

<http://opal.kent.ac.uk/cartoonx-cgi/ccc.py?mode=single&start=2&search=industrialism>

<http://opal.kent.ac.uk/cartoonx-cgi/ccc.py?mode=single&start=4&search=industrialism>

<http://opal.kent.ac.uk/cartoonx-cgi/ccc.py?mode=single&start=7&search=industrialism>

Students will be given the remainder of the class to browse through the many cartoons on this site. Cartoon selection is very important and students may spend twenty to thirty minutes choosing their cartoons. After choosing three pictures students will be placing them in a power point presentation.

#### **Day 5 and ½ of Day 6: Creation of Power point presentation titled “Industrialism and Political Cartoons”**

Student will be given one and a half class periods to complete their power points. They must also be able to uphold their analysis of the cartoon by pointing out specific symbols and elements to decipher point of view and the cartoonist’s opinion.

#### **Day 6: Power point presentations**

Students will be given the first half of class to finish up their three slides. They will then be given 2 minutes each to present their slides to the class. IF students do not finish by the end of class the lesson may be extended to Day 7.

**Evaluation:** Students will be evaluated through the accuracy and completion of worksheets from Day 1 and Day 2 as well as class discussions, participation, and co-operation. The final in-class power point presentation will be graded using two rubrics. One for the power point and one for the presentation.