Lesson Plan Template

Teacher:
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Lesson Title:
Cartooning War

Grade Level:
8th Grade

Lesson Time Length:
8 days

Big Idea: Political cartoons are common throughout American History. Students sometimes shy away from this form of "propaganda". Discuss with students how the media, newspapers and commercials often sway public opinion.

Lesson Abstract: The purpose of this lesson is to compare three major wars that took place during the early years of American History: the American Revolution, the War of 1812 and the Civil War. It is suggested teachers go to the original web sites to pull off the materials needed for class.

Lesson Background and Context: This lesson can be used at any point when studying the American Revolution, the War of 1812 or the Civil War. However, it was created as an end-of-year summary tool for the 8th grade American History Class.

Eighth Grade US History Common Core Standards Alignment:
1. Choices have consequences.
2. Individuals have rights and responsibilities.
5. Relationships between people, place, idea and environments are dynamic.

Objectives Students will:
- Analyze political cartoons
- Identify the ways in which point of view can be detected in political cartoons.

Teaching Materials:
- Handouts from websites included in this lesson
- Computer access
- Current political cartoon

Lesson Implementation and Procedures:

The American Revolution

The following steps are modified from "Teaching with Primary Sources." *DePaul University*. N.p., n.d. Web. 29 May 2013. <http://condor.depaul.edu/tps/Cartoons_from_the_American_Revolution.htm>.

DAY 1:
Hand out **Analyzing Political Cartoons** sheet and read over it with students.

Discuss with students:
- What is a political cartoon?
- What topics do political cartoons address?
- How can you tell the message of a political cartoon?
- What is point of view?
- How might point of view affect a photo, cartoon, story, etc.?

Hand out the **"Join or Die" cartoon** along with the **Primary Source Analysis** sheet. Give students time to fill out the analysis sheet.

Class discussion:
- What is the message of this cartoon?
- What is the point of the author?
- How could a different point of view change the meaning of the cartoon?

DAY 2:
Hand out the **"Poor Old England"** political cartoon; complete the **Primary Source Analysis** sheet.

Class discussion:
- What is the message of this cartoon?
- What is the point of the author?
- How could a different point of view change the meaning of the cartoon?

DAY 3:
Assignment: Students will create two political cartoons, one from the American point of view and one from the British point of view. Place the cartoons side by side and submit to the teacher on a one-page document.

The War of 1812

This lesson is modified from O'Dwyer, Kathy. "Governors State University: College of Education." *Instructional Design: Who Really Won the War of 1812* . N.p., n.d. Web. 29 May 2013. <https://sites.google.com/site/kodwyer122012/home/instructionaldesign>.

DAY 4:
Set up 6 stations around the room and place one primary source document from the Library of Congress at each station. (3 documents favor the British perspective and 3 the American)

Divide students into 6 groups. Responsibilities: each group must have two writers, two observers and two questioners.

Give each group 6 copies of the **Primary Source Analysis Tool**, one for each document, and include two copies of the **Analyzing Political Cartoons** tool. Students MUST write the title of each document on the top of the analysis tool page as they begin analysis of that document. The students will complete the **Primary Source Analysis Tool** as a group at each station.

The group should move around the room from station to station, analyzing the source material at each station, as well as change the person's responsibilities within the group for the next station. (This way each person experiences a different responsibility.) Students will have 6 minutes per station.

DAY 5:
Show primary documents to class as a whole. (There is a PowerPoint available on the web site.) Ask groups to share their questions for each document (the writer at each station should read the questions per document). Address each of the 6 documents in this manner; encourage each group to add their opinions, questions and concerns.

DAY 6:
Invite students to decide as individuals who they think won the War of 1812 based on their observations, reflections and questions. Students who believe that the British won should stand on one side of the room. Students who believe that America won should stand on the other side of the room. Those who can't decide or believe that neither side won, stand in the middle of the room. Give students time to debate their positions and perhaps change positions if needed.

Assignment: In Pages (or Word), explain who you feel won the war in one short quality paragraph, cite the source (using bibme) that influenced your decision the most (in other words, which of the 6 documents influenced your decision).

The Civil War

This lesson is modified from Reisman, Avishag, and Bradley Fogo. "Thomas Nastâ€™s Political Cartoons Lesson Plan." *Stanford History Education Group*. Stanford University, n.d. Web. 24 May 2013.
<http://sheg.stanford.edu/upload/V3LessonPlans/Nast%20Cartoons%20Lesson%20Plan1.pdf>.

DAY 7: Locate a contemporary political cartoon and show on the overhead.

Discuss with students:
- What is the cartoon's message?
- What does the cartoon tell us about America (or the world) today?
- What would someone need to know about modern life in America (or the world) in order to understand this cartoon?

Explain to students:
- They understand this cartoon because they bring an understanding of today's context to the cartoon.
- In 100 years, if someone finds this cartoon, they might not understand it.
- A political cartoon can teach us about the context of the time.
- What do we think the author is trying to say with this cartoon?

Transition: There were political cartoons during Reconstruction, too. One very famous political cartoonist was Thomas Nast. He drew cartoons for Harper's Weekly, a magazine from the North. We are going to look at two of his cartoons from Reconstruction.

Assignment: In pairs, students look at the Nast Cartoons and answer the Guiding Questions and complete the rest of the worksheet. Review student answers as a class.

Day 8:

Discuss with students how political cartoons can influence the way people think and vote.

Closing Assignment: Have students' find two current political cartoons, one about war and one about the government.

Assignment: Students will survey at least three people of various age groups (one student, one between 20 and 50, one over 60 years old) on the message of their cartoons.

Assignment: Students will place the two cartoons into a pages document and then create a three-paragraph essay in MLA format discussing the views of their surveyed people and how the cartoons impacted their thinking. One paragraph must be devoted to how political cartoons influence people today.

Technology Integration:

Students may use the Internet for extra background information.

Students may use any app/program they choose to create their political cartoons.
- Glogster
- Posterize
- PicCollage
- Explain Everything
- iMovie
- Keynote

American Revolution
<http://condor.depaul.edu/tps/Cartoons_from_the_American_Revolution.htm>.

War of 1812
<https://sites.google.com/site/kodwyer122012/home/instructionaldesign>.

Civil War
<http://sheg.stanford.edu/upload/V3LessonPlans/Nast%20Cartoons%20Lesson%20Plan1.pdf>.

Evaluation and Assessment:
- The American Revolution: **Assignment**: Students will create two political cartoons, one from the American point of view and one from the British point of view. Place the cartoons side by side and submit to the teacher on a one-page document.
- The War of 1812: **Assignment**: In Pages, explain who you feel won the war in one short quality paragraph, cite the source that influenced your decision the most (in other words, which of the 6 documents influenced your decision).
- Civil War: **Assignment**: In pairs, students look at the Nast Cartoons and answer the Guiding Questions and complete the rest of the worksheet. Review student answers as a class.

- **Closing Assignment**: After locating two current cartoons students will place the two cartoons into a Pages/Word document and then create a three-paragraph essay in MLA format discussing the views of their surveyed people and how the cartoons impacted their thinking. One paragraph must be devoted to how political cartoons influence people today.

Extension and Enrichment:
Remediation: students may write two paragraphs instead of one, or create only one political cartoon.

Enrichment: students may compare current political cartoons between nations.

Resources:

The American Revolution

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The Civil War

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