



Participant Lesson Plan

Title: Understanding Political Cartoons of the Civil War Period

Grade Level: 7-12

Time Frame: 3-4 class periods

Subject: Social Studies

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Date: 7-25-2007

Pennsylvania Academic Standards:

HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.9.A Analyze chronological thinking.
- 8.1.9.B Analyze and interpret historical sources.
- 8.1.9.C Analyze the fundamentals of historical interpretation.
- 8.1.9.D Analyze and interpret historical research.

UNITED STATES HISTORY

- 8.3.9.A Identify and analyze the political and cultural contributions of individuals and groups to United States History from 1787 to 1914.
- 8.3.9.B Identify and analyze the primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.
- 8.3.9.C Analyze how continuity and change has influenced United States history from 1787 to 1914.
- 8.3.9.D Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.

CIVICS AND GOVERNMENT

- 5.1.12.K Analyze the roles of symbols and holidays in society.

READING, WRITING, SPEAKING, LISTENING

- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.3.11.C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- 1.4.11.C Write persuasive pieces.
- 1.6.11.A Listen to others.
- 1.6.11.C Speak using skills appropriate to formal speech situations.
- 1.6.11.D Contribute to discussions.
- 1.6.11.E Participate in small and large group discussions and presentations.

Objectives: The student will:

1. analyze historical political cartoons for historical context;
2. identify historical events represented within the cartoons;
3. interpret visual language in a political cartoon;
4. distinguish facts from opinions presented in the historic cartoons;
5. develop written and oral communications skills through classroom discussion and writing activities; and
6. establish a point of view presented by the cartoonist.

Learning Activities:

Focus Activity:

1. Show the following historical political cartoon from the Civil War period:
"Uncle Sam protecting his property against the encroachments of his cousin John" <http://hdl.loc.gov/loc.pnp/cph.3a17998>
2. Ask students to identify subject, time, setting, people, and symbols included in the cartoon and to jot down any impressions, questions, comments, etc. that they may have of the cartoon. Save responses for use later in the lesson.

Inquiry Activity:

1. Students will complete the "Analyzing Political Cartoons" online activity on the Library of Congress Web site.
http://memory.loc.gov/learn/features/political_cartoon/
2. After completion of this activity, students will revisit the cartoon on the overhead. In small groups, students will revise their previous responses and answer the questions on the "Cartoon Analysis Guide" handout.
http://memory.loc.gov/learn/features/political_cartoon/cag.html
3. As a class, discuss and compare each group's conclusions. Focus on symbolism, exaggeration, labeling, analogy, and irony and how they are used to persuade the viewer of the author/ illustrator's viewpoint.

Application Activity:

1. Divide students into small groups.
2. Each group will analyze an historical political cartoon of the Civil War using the "Cartoon Analysis Guide."
3. Groups will discuss their findings with the class.

Assessment:

Students will choose one of the following culminating activities using the Cartoon Analysis Guide as appropriate. The attached rubric will be used for evaluation.

1. Create and illustrate a political cartoon based on any of the Civil War cartoons that illustrates the opposing viewpoint. Use as many of the Cartoonists' persuasive techniques as possible and present it to the class.
2. Write an essay detailing all the persuasive techniques the cartoonist used to illustrate his point.

3. Choose a Civil War political cartoon from the list of resources from the LOC website that we haven't discussed to analyze and present to the class.

4. Write a persuasive response, pro or con, to one of the Civil War cartoons, taking the position of someone who lived at the time the cartoon was created.

5. Prepare a poster that highlights the techniques used by the cartoonist to promote his point of view and the most important points to be gained from studying political cartoons of the Civil War.

Key Words:

persuasion, symbolism, exaggeration, labeling, analogy, irony

Rubric for Evaluation of Culminating Activities:

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Required Elements	The project includes all required elements as well as additional information.	All required elements are included in the project.	All but 1 of the required elements are included in the project.	Several required elements were missing.

References and Resources:

The following lessons and websites can provide additional ideas and/or activities for using political cartoons in the classroom:

It's No Laughing Matter: Analyzing Political Cartoons

http://memory.loc.gov/learn/features/political_cartoon/

The Library of Congress Learning Page Live Chat on Political Cartoons

http://memory.loc.gov/learn/community/cc_pcartoon.php

Newsweek Education Program: Analyzing Political Cartoons

<http://school.newsweek.com/extras/policartoons.php>

The Association of American Editorial Cartoonists: Cartoons for the Classroom

<http://nieonline.com/aaec/cftc.cfm?cftcfeature=archive>

Political Cartoons of the Lilly Library

<http://www.indiana.edu/~liblilly/cartoon/cartoons.html>

Apple Learning Interchange 2007: Political Cartoons in the Classroom

<http://edcommunity.apple.com/ali/story.php?itemID=578&version=319&pageID=1395>

History Matters: Michael O'Malley on Thomas Nast Cartoons

<http://historymatters.gmu.edu/mse/sia/omalley.htm#>

Analyzing the Purpose and Meaning of Political Cartoons

http://readwritethink.org/lessons/lesson_view.asp?id=794

Teachers' Guide for the Professional Cartoonists' Index

<http://www.cagle.com/teacher/>

NewsHour Extra Lesson Plan: Analyzing Election Cartoons

http://www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/Vote2004/political_cartoons.html

Political Cartoons

<http://www.uen.org/Lessonplan/preview.cgi?LPid=560>

Political Cartoons: Social Studies Lesson Plan

<http://www.lessonplanspage.com/SSCIPoliticalCartoons912.htm>

ARTSEEDGE: Drawing Political Cartoons

<http://artsedge.kennedy-center.org/content/2100/>

Bibliographic Organizer

Understanding Political Cartoons of the Civil War Period

Document Title	Thumbnail Image	Library of Congress URL
The copperhead party - in favor of a vigorous prosecution of peace! Feb. 28, 1863		http://hdl.loc.gov/loc.pnp/cph.3c32749
The copperhead plan for subjugating the South Oct. 22, 1864		http://hdl.loc.gov/loc.pnp/cph.3c32934
The pending contest. Although all Copperheads call themselves Democrats, nevertheless, all Democrats are not Copperheads 1864		http://hdl.loc.gov/loc.pnp/cph.3a15105
Uncle Sam protecting his property against the encroachments of his cousin John 1864		http://hdl.loc.gov/loc.pnp/cph.3a17998
It's No Laughing Matter: Analyzing Political Cartoons		http://memory.loc.gov/learn/features/political_cartoon/

<p>Union soldiers in Andersonville prison / The rebel leader, Jeff Davis, at Fortress Monroe 1865</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3/b47014</p>
<p>Ye conference. "Not any we thank you Mr. Davis" 1861</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3/a16369</p>
<p>The Battle of Bull's Run 1861</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3/b37015</p>
<p>The clairvoyant's dream 1864</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3/b37010</p>
<p>Finding the last ditch-- Running the "head" of Secession "into the ground," - everybody ... c 1865</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3/b35960</p>
<p>The adventures of General Beauregard and his charger-- In four parts 1861</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3/b45141</p>

<p>The "rail splitter" at work repairing the union 1865</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3a05722</p>
<p>Columbia demands her children! 1864</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3b36119</p>
<p>The old general ready for a "movement" 1861</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3b38365</p>
<p>Political caricature no. 3. The abolition catastrophe, or the November smash-up (1864 Election Race)</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3a12905</p>
<p>The soldier's song--Unionism vs. Copperheadism 1864</p>		<p>http://hdl.loc.gov/loc.pnp/cph.3a12087</p>