

Note: An example to follow for the creation of your own “Understanding Political Images” lesson plan using Library of Congress/American Memory/Teaching Primary Sources at the Museum of the Moving Image

Understanding Political Images: Portraits and Cartoons



Overview

This lesson will provide examples of different kinds of political images that teachers can use as the basis for lessons that enhance and sustain visual literacy, particularly a ‘close reading’ of signs, symbols, and communications.

Understanding Goals

Students will learn to view political images critically in terms of intent, iconography, and symbol systems.

Students will differentiate between different kinds of images, still and moving, old and new, and satirical and serious using Library of Congress collections of primary sources.

Objectives

Students will be able to:

Distinguish between different forms and styles of political communications: cartoons, portraits, and moving images.

Develop insights into the way political images are used to influence voter and citizen views of leaders.

Identify clues about overt and covert reasons for the design of political representations, past and present.

Generalize about the signs, symbols, and styles that have run through American campaigns, and analyze satirical cartoons of important leaders, particularly Presidents and candidates for President.

Judge which types of images and communications are most likely to be effective with citizen audiences, offering reasons for their assessments.

Investigative question

Will I engage political attention; will I win the election?

Research

Social Studies Standards

POWER, AUTHORITY, AND GOVERNANCE

The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world.

CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies.

See also American Political Science Association standards

And Center for Civic Education standards

Materials

Robert J. Dinkin. *Campaigning in America: A History of Election Practice*. Westport: Greenwood, 1989.

John Gerring, *Party Ideologies in America, 1828-1996*. New York: Cambridge University Press, 1998.

Lewis L. Gould, *Grand Old Party: A History of the Republicans*. NY: Random House, 2003.

Gary C. Jacobson. *The Politics of Congressional Elections* (5th Edition) NY: Longman, 2000.

Richard Jensen, *The Winning of the Midwest: Social and Political Conflict, 1888-1896*. Chicago: University of Chicago Press, 1971.

L. Sandy Meisel, ed. *Political Parties and Elections in the United States: An Encyclopedia* New York: Garland, 1991.

Arthur M. Schlesinger, Jr., ed. *History of American Presidential Elections*. 4 vols. New York: Chelsea House, 1971.

James A. Thurber, *Campaigns and Elections American Style*. NY Westview Press; 2nd edition, 2004.

Kirsten A. Foot and Steven M. Schneider, [Web Campaigning](#). The MIT Press, 2006.

Bruce A. Bimber and Richard Davis, *Campaigning Online: the Internet in U.S. Elections*.
Oxford UP, 2003

Library of Congress Resources; a sampler

Wise Guide

<http://www.loc.gov/wiseguide/apr09/index-flash.html>

On the Campaign Trail. The "Wise Guide" was designed to introduce visitors to the many fascinating, educational and useful resources available from the nation's library. The "Wise Guide" is refreshed monthly, like a magazine, and offers links to the best of the Library's online materials. Each article is based on items in a collection, database, reading room or other area of the Library's online presence. *http://www.loc.gov/wiseguide/oct06/campaign.html*

Prints and Photographs

<http://www.loc.gov/pictures/>

Prints and Photographs Division: Cartoon Prints, American Link to more than 500 political prints made in America during the 18th and 19th centuries. Search the entire collection by subject or click on the terms "political cartoons" or "caricatures". *Accessed 1.13.08*

http://memory.loc.gov/pp/apphtml/appabt.html

Prints and Photographs Pictorial Americana_Pictorial Americana, a 1955 Library of Congress publication, is being prepared for the Internet in stages. Images from the campaigns from 1836 to 1908 are featured. *Accessed 1.13.08* <http://www.loc.gov/rr/print/list/picamer/paPrescamp.html>

LOOK THESE OVER AND ADD AT LEAST 2 OF YOUR OWN...

Procedure

Step 1: Investigate selected Presidential portraits from different periods of US history.

Step 2: Connect, compare and contrast the different portraits, looking for commonalities of approach and style, and for differences.

Step 3: Construct a theory to explain why American leaders are portrayed in conjunction with particular symbols and in specific styles and poses.

Step 4: Express your views on which images affect you most positively or negatively and why.

More verbs to describe steps: Reflect, wonder, conclude, describe, evaluate.

Add steps of your own.....

Evaluation

Students will explain the difference between cartoon images and official portraits in their own words.

Students will write a brief essay (giving at least three examples) describing what kinds of political images are the most and least memorable and effective in engaging voter attention.

Students will research and share a Library of Congress cartoon or historical portrait on an election or campaign or political event with classmates, presenting their judgments on the message presented and its level of persuasiveness.

Extensions

Teachers and students can compare Presidential portraits across different periods or all of U.S. history.

Teachers and students can compare “official portraits” with campaign portraits and stills.

Teachers and students can compare and contrast portraits in a variety of formats, from artistic and photographic to moving images, including cartoons, theater, advertisements, and scholarly studies.

TEACHER-PRODUCED LESSONS

LESSON UNIT: Cold War

Overview: This lesson will help students know how to analyze political cartoons. They will examine the meaning behind the cartoonist's message during the Cold War period. The teacher will guide and challenge the students during the process.

Understanding Goals: Students will learn how to interpret the meaning of a political cartoon. Students will understand the purpose of creating a political cartoon as opposed to writing an article.

NCSS Standards:

- *Time, Continuity, and Change*
 - It is important for the students to understand the concerns during different time periods throughout history. By examining the Cold War cartoon, the students will be able to learn the fears aroused in citizens during this time period. At the conclusion of the lesson, students should know that the cartoon would be less effective if it had been made at another time.
- *Power, Authority, and Governance*
 - The government has the power and authority to decide on foreign policy decisions. During the Cold War, the United States built up their weapons in response to disagreements with the Soviet Union. The cartoonist is expressing his opinions about the nuclear weapons policies of the United States government.

Objectives: Students will be able to:

- Search for hidden objects and symbols in the cartoon.
- Develop their own opinions of the message that the cartoonist is trying to convey.
- Determine the target audience for the cartoon.
- Evaluate the effectiveness of the cartoon.
- Create their own opinions of the issue addressed in the cartoon.

Aim: How can a political cartoon be as effective as a written article?

Motivation: Describe your favorite cartoon/comic book when you were younger.

Procedure:

- Students will discuss their responses to the motivation activity.
- Students will evaluate the effectiveness of the previously mentioned cartoons.
- Students will discover the elements that make a good cartoon/comic.
- Teacher will break up the class into pairs.
- Each pair of students will have a copy of a Cold War era "Nuclear War" cartoon. (<http://hdl.loc.gov/loc.pnp/ppmsca.19978>)

- Pairs will draw their own conclusions of what the cartoon is about, who is in the cartoon, why the cartoon was created, symbolism within the cartoon, the significance of the time period of the cartoon, and the text within the cartoon.
- Students will share their work with the rest of the class.

Evaluation: Students will write a speech that the cartoonist could have made if he was using an alternative way to get his message across and discuss the advantages of creating a political cartoon as a means to communicate a message.

Independent Practice: Students will find another political cartoon which shares the same message. Students will write a paragraph comparing and contrasting the techniques used by each cartoonist and their effectiveness.

"LET'S GET A LOCK FOR THIS THING"



Overview: This lesson will help students know how to analyze political cartoons. Students will examine how political cartoons were used during the Cold War to convey different viewpoints.

Understanding Goals: The goals of the lesson are for students to understand how to evaluate various political cartoons. Students should also be able to recognize the conflicting beliefs people had about building weapons during the Cold War.

NCSS Standards:

- *Time, Continuity, and Change*
 - Students will understand the fears aroused during the Cold War period. The nation was faced with the dilemma of choosing between building up their nuclear weapons and risking a possible nuclear war, or taking a risk of the Soviet Union building nuclear weapons and becoming an unchallenged world power.
- *Science, Technology, and Society*
 - The Cold War era was a period of significant scientific advances. The United States government had to decide the direction of their technological advancements, building up their nuclear weapons and making significant advances in space exploration in order to stay ahead of the Soviets.

Objectives: Students will be able to:

- Search for hidden objects and symbols in the cartoon.
- Find the message of the cartoon.
- Develop their own opinions of the message that the cartoonist is trying to convey.
- Evaluate the effectiveness of using a political cartoon to argue a point.
- Analyze the various attitudes Americans had toward the Cold War.

Aim: How can a political cartoon be as effective as a written article?

Motivation: Share the political cartoon you found last night with your partner. Discuss whether you have a similar interpretation.

Procedure:

- Students will discuss their responses to the motivation activity.
- The teacher will pass out copies of the political cartoon, "How about opening the other hand?"
- The students will take a few minutes to individually evaluate the cartoon. They will write down the symbols and text they find in the cartoon along with their interpretations.
- The class will then be broken up into four groups. Two groups will be assigned the Cold War "Nuclear War" cartoon (<http://hdl.loc.gov/loc.pnp/ppmsca.19978>) and the other two groups will be assigned "How about opening the other hand?" (<http://loc.gov/pictures/item/2004671405>) Each group must be prepared to defend the viewpoints of their cartoonist in a debate with the other groups.
- The teacher will monitor a debate that allows each group to make their point, refute the other group's arguments, and have a chance to defend themselves.

- The class will follow the debate with a discussion that compares how well the groups communicated their points and how well the cartoonist achieved his message.

Evaluation: Students will debate how well they were able to communicate their messages and how well the cartoonist communicated the message. The teacher will monitor which students are participating and what they are taking in from the lessons.

Independent Practice: Students will write a paragraph about their favorite technique to drive home a point of view, and will show the advantage of this method over others. .

Overview: Today's class will explore the power of the moving image. Students will watch a clip from the movie, *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb*. The class will analyze the clip and compare the message and effectiveness of the clip to the messages in the political cartoons that we examined over the last few lessons.

Understanding Goals: One of the goals the lesson will accomplish is to help students learn to evaluate the social statement in movies. It should also help students realize the issues the nation faced during the Cold War. Students will be able to compare and contrast the advantages in using a political cartoon or a movie to express an idea.

NCSS Standards:

- *People, Places, and Environment*
 - The film clip illustrates the influence one person can have over the environment. Students will analyze the devastation that governments and individuals are capable of. They will also understand why destroying the environment was a major concern during the Cold War.
- *Global Connections*
 - The lesson about the potential nuclear war between the United States and Russia will teach students how the actions of one nation impacted the actions of another. The two nations were both trying to stay ahead of the other. As a result, both countries built up their nuclear weapons. Any threat that the other nation may use their weapon would have been a reason for the other country to use it first.

Objectives: Students will be able to:

- Analyze an argument being made in a movie clip.
- Evaluate the effectiveness a movie has in conveying a message.
- Compare the strengths and weaknesses a movie has to the strengths and weaknesses a political cartoon has in expressing a point of view.
- Express whether or not they were affected by the movie clip.
- Predict how they think movies influenced public opinion during the Cold War.

Aim: How did movies during the Cold War influence the public's attitude about the "arms race"?

Motivation: Choose a movie that you have seen that had a strong emotional impact on you. Explain why the movie impacted you.

Procedure:

- The class will share their responses from the motivation.
- The students will have the opportunity to respond to other's responses.

- The class will discuss what messages filmmakers would have attempted to send during the Cold War.
- The teacher will show a clip from *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* where General Jack Ripper explains why the United States is dropping nuclear bombs on Russia.
- The students will work with a partner to discuss how Jack the Ripper is portrayed, how his portrayal influences Stanley Kubrick's message, and what the message of the movie is. The students will also discuss other symbols or strategies the movie uses to convey the message.
- The class will reconvene to share the opinions each pair came up with. Students will have the opportunity to respond to each other.

Evaluation: The teacher will walk around the room and monitor all of the discussions. Additionally, the teacher will take note of who is participating in each discussion. If the instructor notices the students are failing to capture the point of the activity, the teacher will guide the students in the right direction through a series of questions.

Independent Practice: Write two paragraphs about the effectiveness of film and cartoons in sending a message. What are the advantages of using a film and what are the advantages of drawing a cartoon? How have you been influenced by the two forms of communication? If you had to choose on way to communicate your message, which one would you choose? Why?

Overview: Students will evaluate the effectiveness of watching a speech. Throughout the lesson the students will compare the emotions a speech evokes compared to other forms of communication.

Understanding Goals: Students will learn what makes a speech effective. The speech we watch will also allow students to understand the mood and fears of the nation during the Cold War.

NCSS Standards:

- *Science, Technology, and Society*
 - Students will learn the impact technology had on society. As technology continues to advance, the world can become a much more dangerous place. Students can see the irony of how building weapons for defense actually put more people's lives in danger.
- *Power, Authority, and Governance*
 - The lesson will show students the power of the United States and Soviet governments during the Cold War. Each nation had the ability to start a nuclear war that could have led to the destruction of the world. Students will understand that even though people have a say in the government, a democratic government can still have a significant amount of power over the people.

Objectives: Students will be able to:

- Evaluate an effective speech.
- Analyze what we can learn from historical speeches.
- Interpret the purpose of the speech.
- Compare the speech to the political cartoons we have examined throughout the unit.

Aim: How is giving a speech a useful political tool?

Motivation: Think back to something somebody once told you that had a major influence over you. Why was it so impactful to you?

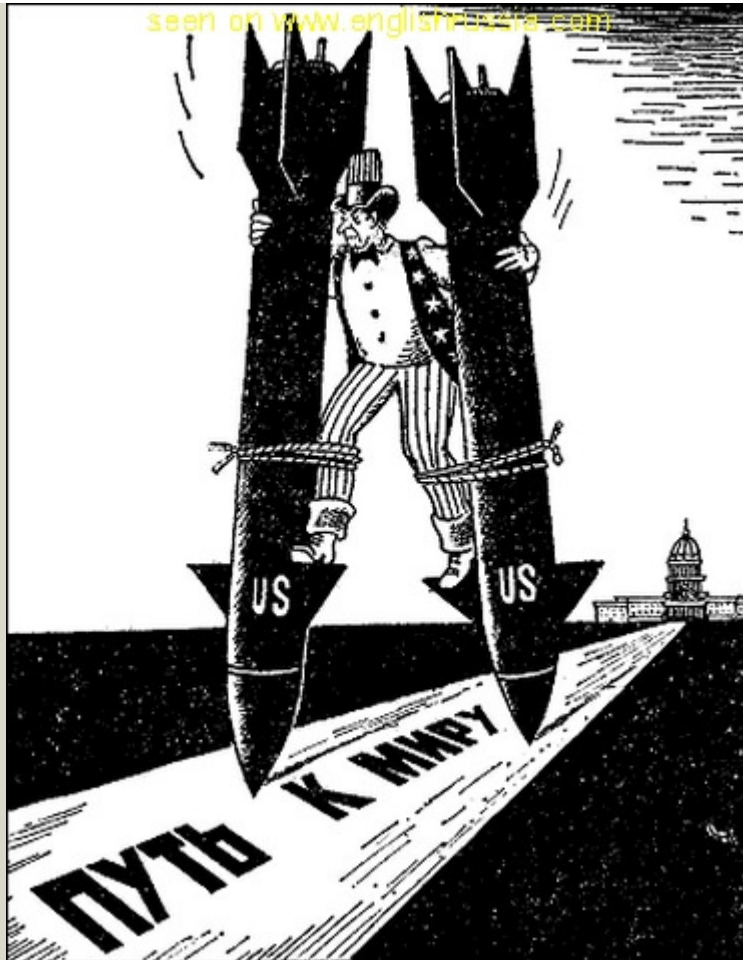
Procedure:

- Students will discuss their responses to the motivation activity.
- Students will decide what elements are important in order for a speech to be effective.
- The class will watch JFK's speech to the nation during the Cuban Missile Crisis.
- The students will determine the mood of the nation.
- The class will discuss what JFK was telling the world during his speech.
- Students will evaluate how successful JFK was in accomplishing his goals.
- Students will take out the political cartoon they received on the first day of class.
- Individually, they will compare the message of the political cartoon to the message JFK was sending in his speech.
- The teacher will walk around the classroom to monitor the progress of the students and answer individual questions by the students.
- The class will reconvene to share their responses.

Evaluation: The teacher will use student responses to evaluate how well the class has understood the lesson. The teacher will collect the responses at the end of the class in order to get a better idea of what each individual student learned during the lesson. The responses will be a classwork grade.

Independent Practice: Watch Barak Obama's speech about the American Jobs Act on Youtube. How does his speech compare to JFK's? What are some similar elements? What are some major differences?

Overview: Students will examine a cartoon drawn from the Soviet perspective of the Cold War. The class will be expected to use the same skills they applied when analyzing the American cartoons. The students will compare and contrast the attitudes of Russians and American during the time period



There is written “A Road To Peace” on the white strip.

<http://englishrussia.com/index.php/2006/09/20/soviet-propaganda-against-usa-posters/>

Understanding Goals: Prior to today’s lesson, the students have only viewed media from the American perspective. Now they will get to see how the Soviet’s portrayed the Cold War. Students will use both their interpretation skills as well as their knowledge of the historical context.

NCSS Standards:

- *People, Places, and Environments*
 - Students will learn how people in different places and environments can view the same events from a different perspective. The students have been viewing American media throughout the course of the unit. The other day they saw President Kennedy explain why the Russians were responsible for the Cuban

Missile Crisis. Now they will examine how the Russians felt about the Cold War, and they will interpret why they felt that way.

- *Power, Authority, and Governance*
 - The lesson will lead to a discussion of how the power and authority of the government may lead to certain cartoons being published in certain nations. The students will discuss why people may be afraid to send a certain message. Even in the United States, the students will discuss why an American may be afraid to publish a cartoon favoring the Soviet Union.

Objectives: Students will be able to:

- Analyze the Soviet political cartoon.
- Evaluate how successful the cartoonist was at communicating his message.
- Compare and contrast the message of the cartoon to the American-drawn political cartoons we have previously examined.
- Hypothesize why the Soviets had their viewpoints.

Aim: How did the Soviets view the Cold War?

Motivation: Think about the media we have examined. What nation were they produced in? How does the source influence the message?

Procedure:

- Students will discuss their responses to the motivation activity.
- Students will predict how the Soviet representation of the Cold War compared to the American representation.
- The teacher will pass out handouts of the Soviet political cartoon.
- Students will discuss the message of the cartoon with a partner.
- As the teacher walks around the classroom, he/she will point out the different elements to the students including who the man represents.
- The class will reconvene to discuss the cartoon.
- The teacher will ask the students to discuss how the message in the cartoon compares to the message JFK was sending in his speech.
- In the last five minutes of class, the students will write a short paragraph explaining what the American reaction would have been to the cartoon during the Cold War. The teacher will collect the paragraphs.

Evaluation: The students will be evaluated by their discussions throughout the class. The teacher will monitor whether or not the students were on task and whether or not they were able to interpret the cartoon. The teacher will also read the paragraphs of the students which will influence the classwork grade at the end of the quarter.

Independent Practice: After spending a day examining the Cold War from the Soviet point of view, consider how people in Iraq feel about the American soldiers being in their country. Write a paragraph describing the message an Iraqi citizen would want to get across to the world. How does this compare to the American view of the war?

Overview: Students will be expected to interpret a political cartoon with much less assistance from the teacher. The teacher will pass out three political cartoons. The students will be responsible for analyzing the message and the point of views of each of the cartoons.

Understanding Goals: Students will have an opportunity to use their skills of evaluation. They will look at political cartoons and be able to discuss the varying elements in the pictures.

NCSS Standards:

- *Individual, Groups, and Institutions*
 - Students will analyze the power of institutions over the individuals. They will see how the government influenced certain cartoons to be published in order to win public support during the Cold War. Students will understand why cartoons were or were not published in the United States and Soviet Union.
- *Civic Ideas and Practices*
 - The lesson will show how political cartoons were meant to promote democracy in the United States. As American cartoons expressed the greatness of the United States, the cartoons were portraying democracy as the right form of government. By showing how great democracy is, the cartoons were simultaneously showing the pitfalls of communism, which was responsible for the Cold War.

Objectives: Students will be able to:

- Analyze three political cartoons.
- Identify where each cartoon was published.
- Compare and contrast the different elements of the cartoons.
- Discuss how the cartoons may have influenced the public.

Aim: How do we interpret a political cartoon?

Motivation: Students will view political cartoons of the American war in Iraq. They will compare the cartoons to what they wrote in their homework.

Procedure:

- Students will discuss their responses to the motivation activity.
- Students will debate how successfully they believe the cartoons capture the mood of the world's attitude towards the war.
- The teacher will hand out three political cartoons including, "Darkness at Noon" (<http://www.loc.gov/pictures/item/acd1996003446/PP/#>), Uncle Sam is doing a slalom across "Soviet Peaceful Initiatives" (<http://englishrussia.com/index.php/2006/09/20/soviet-propaganda-against-usa-posters/>), and "JFK wrestling Krushchev" (http://www.google.com/imgres?q=jfk+arm+wrestling+khrushchev&hl=en&biw=1093&bih=603&gbv=2&tbm=isch&tbnid=MZ46vKT8x1xpgM:&imgrefurl=http://www.johndclare.net/cold_war16.htm&docid=wWyeMfBh43ZNSM&imgurl=http://www.johndclare.net/images/Armwrestling.gif&w=589&h=418&ei=p1WYTue-D-bV0QHj9pTTBA&zoom=1&iact=rc&dur=156&sig=102817218515042878425&page=1&tbnh=111&tbnw=156&start=0&ndsp=16&ved=1t:429,r:0,s:0&tx=123&ty=79)

- The students will be divided into groups of three to four to identify the key elements in each cartoon.
- The students will then have to classify each cartoon as being from the Russian prospective, American prospective, or neutral.
- The students will have to write a paragraph explaining their classifications.
- The class will listen to each group discuss what they have written.
- The students will have time to respond to each other's opinions

Evaluation: The teacher will evaluate each group as they are analyzing the three cartoons. The teacher will again evaluate the students as they present their interpretations to the rest of the class. The responses of the students will again be evaluated by the teacher.

Independent Practice: Review our unit on the Cold War and media. Come prepared to class tomorrow to create your own media.

Summative Assessment:

Draw a political cartoon about the Cold War. Choose a point of view for your message, Include at least two symbols within your cartoon. You will not be graded on artistic ability. When you are finished drawing your cartoon, write an essay explaining it. In your essay be sure to include your point of view, an explanation of any symbols you included, and what your message is to the intended audience.

You will be graded on:

1. The consistency of your message with the point of view you drew the cartoon from.
2. Your ability to incorporate hidden messages in your cartoon.
3. The clarity of your message to the audience.
4. Your explanation of the cartoon.
5. Your ability to use the elements (words, exaggeration, etc) usually included in political cartoons.

LESSON: THE GREAT DEPRESSION

Abstract: The project you see below is based on a chapter of a “Great Depression” unit. In an ideal school year, we could spend time covering the Great Depression at length. Our group was interested in designing a lesson that would permit us to teach about the Dust Bowl during the Great Depression. After reviewing two textbooks, *History is Alive* and *The Americans*, we found a total of eight pages dedicated to the Dust Bowl. Eight pages simply isn’t enough material to comprehend and reach higher learning on a subject of one of our nation’s most important events.

Our textbooks are laden with the same old Dust Bowl photos, although the Library of Congress has endless amounts of rarely seen documents just waiting to be used. We plan to expose students to the perspectives of some of the people that experienced the Dust Bowl. In addition to our LOC photos, we would like to make our lesson engaging. We used an amateur video clip of a present day dust storm in the Southwest. This is a great method to teach current events too. Additionally, we asked the students to create a skit for each picture.

Objectives of Lesson:

Students will be able to:

- Identify a dust storm
- Describe what factors are essential to growing crops
- Explain how the environment affects our daily lives.
- Recall the accounts of people that experienced the Great Depression and the Dust Bowl
- Express the feelings of those people
- Understand the economic/legal system under which farming took place, especially share cropping

Aim: How did nature impact farmers during the Great Depression?

Materials: Internet access for dust storm video
Copies of worksheets for groups
Copies of images to project in front of the class. If SMARTboard is available students can answer their questions in front of an enlarged photo.

Motivation:

Play the video of the dust storm in Phoenix, Arizona July 2011

<http://www.bbc.co.uk/news/world-us-canada-14041973>

Questions:

- What do you see? What is happening?
- What do you think it felt like to be in that house? What would be going through your mind?
- What do you think happened after this storm passed?
- What would you do if you lived there?
- Can you produce crops in this type of environment? What would likely happen to them?
- How would a farmer’s life be affected by a storm like this?

Activity:

- Explain to the students that they will be looking at photographs taken during the Great Depression of farmers.
- Divide the class into five different groups. Each group will be provided with one photograph, with copies for each group member.
- Ask the students to simply look at the photograph for a minute in silence. Then allow the students to evaluate the photograph using the questions to guide their analysis.
- After providing time for analysis, explain the next step of the activity. The students are to create a skit or comic using their photograph. The students must express what they think is happening in the photograph, display the mood, and place themselves in that situation.
- For the students who would like to create a comic, they can use one of the copies to use as their background adding characters or thought bubbles, and will present it at the end for discussion.
- Students presenting a skit will do so at the end for discussion. The skit should 5-10 minutes long.
- Each group will present their photograph and answer the questions. Students sitting will be instructed to fill in the answers for that photograph. Then the group will present their creative piece.

Debriefing:

Have a group discussion of the pictures and how they demonstrate the repercussions of the Dust Bowl on the people.

Some questions:

- Looking at the pictures collectively, how are the farmers affected by the Dust Bowl?
- Place yourself in the era of the Great Depression. From what we have already spoken about together, how do you think this natural disaster impacted the people of the area?
- How would we feel in this type of situation?
- What would you do if it was your land? Would you stay or would you move? Do you think these people had an option?

Name: _____

Date: _____

Aim: How did nature impact farmers during the Great Depression?

Photograph #1



Taken from the Library of Congress: <http://www.loc.gov/pictures/resource/fsa.8b38292/>

Questions

1. Describe what you see and what you *don't* see.
2. What state (or region) do you think this is in? Why?
3. Do you see any people? Why would there be no one in the picture?
4. What type of mood does the lack of people give the photograph? Explain.
5. Would you like to live there? Why or why not.
6. Suppose you could put yourself back to the time this photo was taken. Imagine yourself in this photograph. Write a small skit or draw a comic explaining what is going on. In your skit/comic describe your feelings, thoughts and attitude towards your surroundings. What happened to make things the way they are? How would you change things if you could or would you keep them the same?

Name: _____

Date: _____

Aim: How did nature impact farmers during the Great Depression?

Photograph #2



Taken from the Library of Congress: <http://www.loc.gov/pictures/resource/fsa.8b38287/>

Questions:

1. Describe what you see and what you *don't* see.
2. What state (or region) do you think this is in? Why?
3. Do you see any people? Are they doing anything?
4. Is there any vegetation around? How do you think this affects the farmer?
5. What is the mood of the photograph? Explain your answer.
6. Would you like to live there? Why or why not.
7. Suppose you could put yourself back to the time this photo was taken. Imagine yourself in this photograph. Write a small skit or draw a comic explaining what is going on. In your skit/comic describe your feelings, thoughts and attitude towards your surroundings. What happened to make things the way they are? How would you change things if you could or would you keep them the same?

Name: _____

Date: _____

Aim: How did nature impact farmers during the Great Depression?

Photograph #3



Taken from the Library of Congress: <http://www.loc.gov/pictures/resource/fsa.8b32438/>

Questions:

1. Describe what you see.
2. What type of machine is shown in the picture?
3. Looking at the land in the picture, do you think it is good for farming? Why or why not?
4. What type of mood does the photograph convey? Explain your answer.
5. Would you like to live there? Why or why not.
6. Suppose you could put yourself back to the time this photo was taken. Imagine yourself in this photograph. Write a small skit or draw a comic explaining what is going on. In your skit/comic describe your feelings, thoughts and attitude towards your surroundings. What happened to make things the way they are? How would you change things if you could or would you keep them the same?

Name: _____

Date: _____

Aim: How did nature impact farmers during the Great Depression?

Photograph #4



Taken from the Library of Congress: <http://www.loc.gov/pictures/resource/fsa.8c24126/>

1. Describe what you see and what you *don't* see.
2. Do you see any people? Why do you think there isn't anybody at the theatre?
3. Is the dust-bowl theatre somewhere you would like to go? Why or why not?
4. Is there any relationship between the sign and the landscape? Explain your answer.
5. Suppose you could put yourself back to the time this photo was taken. Imagine yourself in this photograph. Write a small skit or draw a comic explaining what is going on. In your skit/comic describe your feelings, thoughts and attitude towards your surroundings. What happened to make things the way they are? How would you change things if you could or would you keep them the same?

Name: _____

Date: _____

Aim: How did nature impact farmers during the Great Depression?

Photograph #5



Taken from the Library of Congress: <http://www.loc.gov/pictures/resource/fsa.8b27316/>

Questions:

1. Describe what you see.
2. Do you see any people? Where are they? Where are they coming from?
3. Why would it say "MORE Oklahomans..."? What does that insinuate?
4. What would make more people need to go from Oklahoma to California?
6. Would you like to live there? Why or why not.
7. Suppose you could put yourself back to the time this photo was taken. Imagine yourself in this photograph. Write a small skit or draw a comic explaining what is going on. In your skit/comic describe your feelings, thoughts and attitude towards your surroundings. What happened to make things the way they are? How would you change things if you could or would you keep them the same?

Resources

1- Dust Bowl farmer raising fence to keep it from being buried under drifting sand. Cimarron County, Oklahoma

<http://www.loc.gov/pictures/resource/fsa.8b38287/>

2- Pinal County, Arizona. Sign. The name "Dust Bowl" is reminiscent of home to the agricultural laborers of this section, many of whom came from the Dust Bowl sections of Texas and Oklahoma

<http://www.loc.gov/pictures/resource/fsa.8c24126/>

3- Abandoned farm in the dust bowl area. Oklahoma

<http://www.loc.gov/pictures/resource/fsa.8b38292/>

4- Dust bowl farmer with tractor and young son near Cland, New Mexico

<http://www.loc.gov/pictures/resource/fsa.8b32438/>

5- Oklahoma dust bowl refugees. San Fernando, California

<http://www.loc.gov/pictures/resource/fsa.8b27316/>

LESSON: THE COLD WAR

AIM: Students will look at the photographs in order to answer a series of questions dealing with the Cold War.

Objectives: By the end of this lesson, students will be able to:

1. Focus on the two pictures and brainstorm possible ideas on what is happening in each.
2. Define important images that we can see in each picture.
3. Compare and contrast both images.

Materials: This lesson is focused around images from the Cold War:

<http://www.loc.gov/pictures/item/98512028/>

<http://hdl.loc.gov/loc.pnp/pp.print>

Learning Probes: Because this is more of an unconventional lesson, we will do our best to probe students' minds to get the best out of them during the lesson. The questions we will ask are as follows:

1. What are the first things you see when looking at the pictures?
2. Who are the two men in the picture?
3. What are the people doing in the cartoon?
4. Why are there major differences between the two pictures?
5. Do you think these two men are friendly with each other in the picture? In the cartoon? Why?
6. What is the cartoonist trying to say? What is implied? What is each figure wearing? What is each figure doing? What does that say about who has power and who should have power?
7. What do Krushchev and Kennedy's body language and facial expressions in the photograph convey? What makes you draw this conclusion?

Work Time: Students will answer each of the learning probe questions and will do a small amount of research on the Cuban Missile Crisis (cartoon) and the summit (photograph). They will complete a small essay about the images and their respective contexts that will be due later in the week.

Homework: Research for the essay about the Cold War that is due later in the week.

LESSON: FASCISM IN ITALY

Topic: Politics in Italy during the 20th century. Fascism in Italy through pictures using the Library of Congress website.

<http://www.loc.gov/pictures/item/00652189/>

<http://www.loc.gov/pictures/item/97519818/resource/>

<http://www.loc.gov/pictures/item/90708216/>

Aim: How Did the Political ideas of Fascism Reshape Life in Italy?

Do Now: what can we tell from a picture?

Answer: a story, a time period, colors, expressions, etc.

Instructional Objectives: Students will be able to interpret photographs and connect it with documents.

Materials: Library of Congress website

Development:

1. Students will follow the motivation instructions
2. Have students work in pairs. One person should be the reader (explains answers to the class) and the other student is the recorder (writes answers down on handout)
3. Have each pair of students answer all of the questions on the sheet.
4. Review students' answers. Add board notes "A" after question 3, "B" after 4, "C" after question 9.
5. Summary question: Did Mussolini change Italy for the better or the worse?

Explain.

I. Mussolini's Fascist Government of Italy

A. Political Changes

1. Ended free and fair elections, jailed and executed critics of his Fascist government
2. Used secret police to carry out political assassinations.
3. Mussolini had total control over most of Italian life.

B. Economic Changes

1. Fascist government controlled the economy; workers weren't allowed to strike; government set prices of goods.

C. Social Changes

1. Men were encouraged to become soldiers and fight for Italy; women were supposed to have large families.
2. All citizens were taught to obey the government without question.
3. Italian children were brainwashed from an early age to obey Mussolini and to fight for Italy's glory.

Homework: Have students use the Library of Congress to interpret pictures of Mussolini on their own.

Mussolini's Italy: Below reading:

At first, Fascists held only a few cabinet posts. By 1925, Mussolini had assumed more power and taken the title Il Duce (EEL Doo chay), "The Leader." He suppressed rival parties, muzzled the press, limited the number of voters, and rigged elections. In provinces and towns, he replaced elected officials with Fascist supporters.

In theory, Italy remained a parliamentary monarchy. In fact, it was a dictatorship upheld by Fascist violence and terror. Critics were thrown into prison, forced into exile, or murdered outright. Secret police and propaganda bolstered the regime.

Economic policy. To encourage economic growth and end conflicts between owners and workers, Mussolini brought the economy under state control. However, unlike socialists, he preserved capitalism. In Mussolini's "corporate state," representatives of business, labor, government and the Fascist party controlled industry, agriculture, and trade. While this policy helped business and production increase, success came at the expense of workers who were forbidden to strike and whose wages lagged.

Social policies. To Fascists, the individual was unimportant except as a member of the state. Men, women, and children were bombarded with slogans glorifying the state and Mussolini. "Believe! Obey! Fight!" blared over the loudspeakers and were featured on posters. Men were urged to be ruthless, selfless warriors for the glory of Italy. "A minute on the battlefield," they were told, "is worth a lifetime of peace."

Women were called upon to "win the battle of motherhood." Those who bore more than 14 children were given a medal by Il Duce himself. Women were valued as wives and mothers but not as workers. "Machines and women," declared Mussolini, "are the two major causes of unemployment." Under the Fascists, women were pushed out of paid jobs or earned much less than men for the same work.

Still, Mussolini expected women to make sacrifices for the nation. He once asked them to donate their gold wedding bands to the treasury, handing out iron ones in exchange. The iron symbolized their contribution to a stronger nation.

Fascist Youth. Shaping the young was a major Fascist goal. Fascist youth groups toughened children and taught them to obey strict military discipline. Boys and girls learned about the glories of ancient Rome. Young Fascists marched in torchlight parades, singing patriotic hymns and chanting "Mussolini is always right." By the 1930s, a generation of young soldiers stood ready to back Il Duce's drive to expand Italian power.

What Is Fascism?

Historians still debate the real nature of fascist ideology. Mussolini coined the term, but Fascists had no single unifying set of beliefs, as Marxists did. Today, we generally use the term to describe any authoritarian government that is not Communist. In the 1920s and 1930s, though, Fascism meant different things in different countries.

All forms of Fascism, however, shared some basic features:

- Rooted in extreme nationalism.
- Glorified action, violence, discipline, and, above all, blind loyalty to the state.
- According to Mussolini: "Fascism conceives of the State as an absolute, in comparison with which all individuals or groups are relative, only to be conceived of in their relation to the State."

Fascists were antidemocratic. They rejected the Enlightenment emphasis on reason and the concepts of equality and liberty spread by the French Revolution. To them, democracy led to greed, corruption, and weakness. They claimed it put individual or class interests above national goals and destroyed feelings of community. Fascists emphasized emotion and the need for the citizen to serve the state.

Fascists also pursued aggressive foreign expansion. Their ideas were linked to Social Darwinism, with its notion of "survival of the fittest." Fascist leaders glorified warfare as a necessary and noble struggle for survival. "War alone," said Mussolini, "brings up to its highest tension all human energy and puts the stamp of nobility upon peoples who have the courage to face it."

How Did Fascism Reshape Life In Italy?

Directions : Answer each of the following questions using the pictures and reading from the Library of Congress.

1. Who was Il Duce?

2. What is Mussolini doing in the pictures? What colors are being used?

3. How do you interpret the many faces of Mussolini from the third Library of Congress picture?

4. Explain why workers opposed Mussolini but business owners didn't.

5. What role in society did Mussolini want for men?

6. According to Mussolini, what was a woman's most important job? _____

7. How is Mussolini interacting with Hitler in picture # 4 from the Library of Congress?

8. According to all Fascists, what was the most important duty of all people?

9. Why did Fascists oppose democracy?

10. (Examine the photo of Mussolini) What Fascist ideas are illustrated in this picture? _____
