

SECTION ONE

TITLE OF LESSON: Political Cartoons: Past and Present (modified from Kennedy Center ArtsEdge Lesson "Drawing Political Cartoons")

GRADE LEVEL: 9-12

NUMBER OF CLASSES NEEDED: Four

LESSON OVERVIEW: Students will learn about the artistic tradition of political cartoons. They will analyze the political cartoons of the past and present. They will explore pen and ink drawing techniques and use those techniques to create their own political cartoon.

SECTION TWO:

DESIRED UNDERSTANDINGS: AS A RESULT OF THIS LEARNING EXPERIENCE WE NOW UNDERSTAND THE FOLLOWING:

1. What a political cartoon is and how this kind of cartooning has been used throughout history.
2. How to use pen and ink drawing techniques.
3. How to analyze and synthesize editorial content.
4. How to think critically about current issues and think of clever ways to represent those issues visually.
5. Students will learn about how to use captions, caricature, symbolism, proportional size of objects and people, and personification

ESSENTIAL QUESTIONS:

- What role(s) might a political cartoonist have beyond artist?
- Based on what you have observed, do you see any marked differences between political cartoons of the past and those of the present?
- Who do political cartoonists seem to be looking out for and why?
- Why might the more casual medium of pen and ink cartoons lend itself to this art form?

SECTION THREE:

WHICH CURRICULUM FRAMEWORKS DOES THIS LESSON ADDRESS?

1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools

2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotions

3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas.

5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work.

Common Core Reading Standards for Literacy in History/Social Studies: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

SECTION FOUR:

WHAT KEY KNOWLEDGE WILL STUDENTS GAIN FROM THIS?

1. **Cognitive-** what new brain knowledge/info will they gain?

Students will learn about the use of political cartoons in history, and in the present day. Students will use vocabulary regarding art, politics, and critical analysis. Students will also learn more about the historical events/periods and social/political conditions that are being referred to in the cartoons they analyze.

2. **Behavioral-** what new physical skills/techniques will students gain?

Students will develop pen and ink drawing techniques, as well as matting.

3. **Affective-** how will this change students' values?

As a result of participating in discussions about political cartoons in the past and present, as well as creating their own cartoon, students will become more aware of and critical about current political issues, of historical connections, and of their own stance regarding issues.

EVIDENCE OF UNDERSTANDING AND LEARNING

1. Students will create a political cartoon, using pen and ink as their medium.
2. Students will participate in a class discussion regarding political cartoons and the viewpoints conveyed in them.
3. Students will work in small groups to analyze political cartoons from different periods of time.

4. Students will work with the same small groups to check in with other students and support one another's progress, learning, and successful completion.
5. Students will use materials with awareness of process and safety, students will stay on task, students will be respectful of other student's work.

SECTION FIVE: THE STEPS TO TEACHING THIS LESSON:

DAY ONE: Introduction & discussion of political cartoons in today's newspapers and magazines & as well as historical political cartoons, have multiple news sources available for students to leaf through in order to inspire their own cartoon, have students work in small groups to analyze/discuss/compare one more current political cartoon and one historical one (the historical cartoon is best chosen with input from history teachers, so that content is relevant to what they are currently learning about)

homework: choose topic for cartoon if not yet chosen & read <http://www.loc.gov/rr/print/swann/herblock/cartoon.html>(provide printout of article)

DAY TWO: Discussion of assigned article: (article & questions taken from ArtsEdge lesson) Why would Lucy, the character from *Peanuts*, have made a good cartoonist according to Block?

- 1 What does Block mean when he says that the political cartoon is a means for "puncturing pomposity?"
- 2 How do political cartoonists help "the good guys?"
- 3 How do political cartoonists' relationships with their newspapers differ?
- 4 What does Block say about the "fairness" of political cartoons? What different opinions about this are held?

Demonstration of pen and ink techniques, students try out techniques, begin working on their own cartoon.

Complete first two questions of Self-Reflection worksheet.

DAY THREE: Students will check in with their small groups to monitor progress and work out issues. Students will continue work on their own political cartoon, using pencils as well as pen and ink.

<http://www.loc.gov/rr/print/swann/herblock/cartoon.html>

DAY FOUR: Gallery walk: All finished work will be hung up and discussed.

Discussion regarding theme and content will come first (Questions presented at this point of gallery walk: What is this work about? How did you know? What viewpoint in the artist conveying? Is the artist's viewpoint obvious or subtle? What makes you think so? Etc...)

Discussion regarding technique and formal elements will be next. Students will be allowed to offer praise or constructive criticism about their classmates works and will be encouraged to ask one another's advice regarding technique.

Have students crop and mat finished drawings for exhibition.

Complete last two questions of Self-Reflection sheet.

REFLECTION ACTIVITIES:

- Short Self Reflections (see worksheet)

TEACHER REFLECTION-

- Comment on students' Self Reflections

- Were students engaged in lecture & discussion? During demonstration? During gallery walk?

- Do reflections indicate any missing pieces?

- Are essential questions being addressed?

CONSIDERATIONS:

- Special drawing tools for students with less advanced motor skills

- Allowing more time to complete project if necessary

ELL ESL CONSIDERATIONS:

- Printouts of expectations and instructions in English, and native language if possible.

SPECIAL CONDITIONS

- Need computer

MATERIALS LIST:

- Computer & power chord
- Pencils (standard & colored), other drawing implements (pens, pastels, etc.) for final drawings
- Lots of white drawing paper

Vocabulary:

editorial: an article presenting an editor's point of view or opinion

cynical: distrustful of people's motives

symbol: something that stands for or represents something else

caption: title of a drawing or illustration

caricature: an exaggeration of personal characteristics, usually in picture form

personification: attributing human characteristics to animals or objects

comic definitions (technical terms): <http://www.readwritethink.org/files/resources/interactives/comic/comicdefinitions-text.pdf>

comic analysis sheet (groups will use 2 of these on first day, one for current cartoon, one for historical): http://www.readwritethink.org/files/resources/lesson_images/lesson923/poli-cartoon-analysis.pdf

SELF-REFLECTION QUESTIONS & RUBRIC:

Self Reflection Worksheet:

Complete 1 & 2 at end of Day Two.

Complete 3 & 4 after gallery walk and completion of final drawing (Day Four).

Name:

Date:

- 1) What topic did you choose to make your political cartoon about? What does the issue mean to you?

- 2) Considering your chosen topic, brainstorm ways that you might create a powerful political cartoon.

- 3) If you change something about the work you made, what would it be?

- 4) What do you think was successful about your cartoon?

Rubric

Criteria for Assessment	3. Exceeds Expectations	2. Meets Expectations	1. Below Expectations	0. Does Not meet criterion	Comments
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