

**ELA Lesson Plan
Grade 9 – Lesson 2**

Unit of Study	Lesson Title	Duration of Lesson	Date(s)
Study of Prejudice, Bigotry, Racism, Anti-Semitism	Usage of Political Cartoon	3 lessons	
Design Question/Focus of the Lesson/Addressing Content			
<p>How do artistic, literary, and rhetorical techniques of political cartoons reinforce or dispel stereotypes?</p> <p>How are political cartoons used to mobilize the general public to act?</p> <p>What are some advantages of political cartoons over plain text articles in capturing people’s attention?</p>			
<input checked="" type="checkbox"/> Introducing New Knowledge	<input checked="" type="checkbox"/> Deepening or Practicing	<input checked="" type="checkbox"/> Generating and Testing Hypotheses	
Learning Goals/Objective (Based on standards.)			
<ul style="list-style-type: none"> • LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. • LAFS.910.WHST.1 Write arguments based on text-specific content • SS.912.A.6: Understand the causes of World War II, the character of the war at home and abroad, and its reshaping of the United States in the post-war world. • WL.K12.AH.1.4: Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos. • WL.K12.AH.6.4: Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems). 			
Scale			
2.0 Simpler Content	3.0 Target (Objective)	4.0 More Complex	
Identify series of key concepts of political cartoons.	Analyze artistic, literary, and rhetorical techniques used in political cartoons.	Demonstrate your understanding of key concepts by creating a political cartoon, and by analyzing other political cartoons that represent current political, social, and economic conditions.	
Assessment and Monitoring (Checks for content and desired effect.)			
<p>Teacher observation and questioning of groups and individuals</p> <p>Group discussion</p> <p>Cartoon Analysis Worksheet</p> <p>Political cartoon evaluation checklist</p> <p>Political cartoon rubric</p>			

Critical Information Chunks (As determined by learning targets.)

Understanding the use of literary devices, including satire, in political cartoons.

Understanding the use of stereotypes and prejudice in cartoons to manipulate audience action.

Understanding the cultural context of political cartoons. (Sources mentioned below.)

Instructional Strategies/Lesson Activity

Day 1: Lesson Opening/Warm-up Activity:

1. The teacher will distribute copies of the Cartoon Analysis Guide pdf to students.

Cartoon Analysis Guide: print this pdf from the following web link.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html>

2. The teacher will use a **PowerPoint Presentation** (attached) to introduce students to some of the artistic techniques used by cartoonists to get their messages across (e.g., caricatures using exaggerated body features). The teacher will facilitate a whole class discussion on the meaning of images used in the selected political cartoons listed below. The teacher will distribute copies of the Cartoon Analysis Guide pdf to help them participate in the following activity.
3. Using the Cartoon Analysis Guide pdf, teachers and students will review the artistic tools and literary devices that cartoonists use to develop a cartoon.

Guided Practice:

4. The teacher will show students a political cartoon, "The Anti-Chinese Wall" from "Puck" by F. Graetz, date unknown. The cartoon may be found at the following hyperlink:

<http://museum.msu.edu/sites/default/files/images/TheAntiChineseWall.jpg>

Then, using the cartoon analysis review sheet, teacher and students will identify the use of literary devices such as satire, caricature, symbolism, and exaggeration in the cartoon.

- Using the questions below, teacher will instruct students to study the cartoon and to list possible answers to the questions on a sheet of paper.

Discussion Questions:

- Why did the artist draw it?
- What message does he convey in the cartoon?
- How effective do students think this cartoon is in making its point?

- Then, the teacher will ask for volunteers to share their responses.

- The teacher will distribute the attached “Political Cartoon Checklist.” She/he will project selected cartoons on the white board or wall. She/he will instruct students to study each cartoon and to complete the checklist to demonstrate their understanding of the cartoonist’s use of artistic, literary, and rhetorical devices. (Images attached.)

Homework:

At the end of class, the teacher will instruct students to find a political cartoon (take-home assignment), print it, and independently analyze it by using the “Political Cartoon Checklist.” She/he will instruct students to bring copies of their selected political cartoon and their analysis worksheet to class.

Day 2: Independent Practice: Making a Political Cartoon

- Teacher will collect the homework assignment.
- Teacher will place students in groups of four to develop and draw a political cartoon.
 - Each group will select a theme representing a current economic, social, or political condition.
 - Each group will select a slogan or message for the cartoon.
 - Each group will draw the cartoon using two or more of the literary and artistic devices from the previous day’s lesson.
 - Each group will brainstorm ideas for the cartoon based on understanding of the chosen topic.
- The teacher will remind students that:
 - A political cartoon’s goal is to make a point about some issue. It is important that the cartoon clearly represents the point to be made and that ideas are thought through and issues are identified before beginning to draw.
 - A political cartoon is not literal. It should express an idea through the use of analogies, symbols, or metaphors.
 - A political cartoon can use the literary devices as discussed in class (e.g., humor, exaggeration, irony, and satire).

- A stereotype is a commonly held belief about a person, place, or thing. Stereotyping is another element that can be employed in cartooning. Stereotypes obscure the obvious and draw attention away from the unique elements of the issues. Sometimes they blend one or more issues together to obscure the message that is really being presented.

4. The teacher will ask students to:

- Roughly draw a sketch of the idea/concept that they like the most.
- Start drawing the idea/concept.
- Make sure the idea shows symbolism.
- Make the cartoon understandable, but yet make the reader think about the topic like solving a riddle.
- When finished, look at it carefully, and see if another person would be able to comprehend it.
- Add color or shading effects to bring the work to life.
- Create a title that reflects their theme and slogan. Make sure it is creative and symbolic.

5. Teacher will instruct students to display their cartoons on classroom walls to create a museum-like atmosphere.

Lesson Closing: Formal assessment

1. The teacher will summarize key points about political cartoons and explain the Political Cartoon Analysis Worksheet.
2. The teacher will distribute an evaluation rubric to each group. She/he will explain how to use the evaluation rubric.
3. Each group will be assigned a peer group's cartoon to evaluate, using the rubric for peer-evaluation.
4. Each group will submit their evaluations to the teacher.
5. Time permitting, teacher and students will discuss the effectiveness of each cartoon.

Adaptations for Unique Student Needs

Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.

Provide an overview of the content or expected learning at the beginning of the session.

Link what is being learned to previous lessons or background knowledge.

Present material in a logical manner and use explicit cues to shift from one aspect to the next.

Change the tone of voice to alert the student and sustain attention.

Repeat and simplify instructions for the student.

Assignment(s)

Analyzing a Cartoon Homework assignment.

Creating a Cartoon in-class assignment.

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Resources and Materials

LCD Projector

Computer

Notebook paper

Color pencils/markers

Copy paper

Rulers

Sources:

[Power Point Presentation: Artistic and Literary Devices Used to Create Political Cartoons \(attached.\)](#)

[“The Anti-Chinese Wall,” political cartoon from “Puck,” by F. Graetz, date unknown.](#)

<http://museum.msu.edu/sites/default/files/images/TheAntiChineseWall.jpg> This image, from Michigan State University Digital Archive is in the public domain. See MSU copyright policy at <http://museum.msu.edu/?q=node/231>

[Cartoon Analysis Guide - http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html)