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Subject Area: US/VA Government

School: Robert E. Lee High School
Grade/level: 12th grade



Adventure of the American Mind Northern Virginia FCPS – Virginia and U. S. History Lesson Plan

Era	Era 3/Government Civics
Topic	Political Parties
Lesson Title	Campaign Communication – Past and Present
Instructional Time	1 class block (100 minutes)
Essential Learning	<p>As a result of this lesson, students will:</p> <p>Identify the meaning the political cartoons in relation to events and ideas.</p> <p>Identify bias and advertising techniques in political cartoons and campaign literature.</p> <p>Compare and Contrast historical and present-day cartoons in terms of advertising and propaganda techniques</p> <p>Evaluate the authenticity and authority of sources</p> <p>Identify, analyze, and interpret primary and secondary sources</p>
SOL Objectives	<p>V.Govt.2.3</p> <p>Benchmark 2.3: Students will describe how the media act as a link between citizens and the government.</p> <p>c. Evaluate historical and contemporary political communication (campaign advertisements and political cartoons) using such criteria as logical validity, factual accuracy, emotional appeal, distorted evidence, and appeals to bias or prejudice.</p>
Assessment	Prepare a political cartoon concerning campaigns using the techniques studied in the analysis of historical and present-day pieces.
Procedure	<ol style="list-style-type: none">1. Prior knowledge: Events and issues concerning the current political situation in the country.2. Explain the purpose of this lesson is to compare and contrast political cartoons from the distant past and present, and prepare your own cartoon for the class (model for the future).3. Opener: Hand out the cartoon analysis guide and start the class with a non-political, student-centered cartoon that will capture the interest of the students on the overhead. This cartoon can be found in newspapers or online news agencies, and should concern a topic of high-interest to the students.4. Go over the cartoon analysis guide, defining terms that are

	<p>unfamiliar and giving examples from the political cartoon on the overhead.</p> <ol style="list-style-type: none"> 5. Divide the class into groups of 3 or 4 6. Give each group a folder containing political cartoons to analyze. 7. Have the students as a group fill out the analysis worksheet for both cartoons. Besides the questions on the worksheet, have them answer the following questions: <ul style="list-style-type: none"> • Describe at least one clue in each cartoon that lets the audience know when the cartoon was created. • How does the time period affect the portrayal of politics in the cartoons? • What are some similarities between the cartoons? • What are the differences between the cartoons? 8. Discuss the group assessments of the cartoons as a class. 9. Assign the attached assessment to be done individually or as a group. 10. Follow-up: Make copies of each of the cartoons, leaving the name off the cartoon. 11. Give students copies of the cartoons done by the students, and have them assess the cartoon with the Library of Congress cartoon analysis guide.
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Cartoon Analysis Guide from the Library of Congress • Folders containing political cartoons to analyze • Analysis worksheet • Assessment directions and rubric <p>Resources:</p> <ul style="list-style-type: none"> • Library of Congress, American Memory Collection (past political cartoons), especially American Cartoon Print Division • Library of Congress, Special Exhibitions Collection (more current political cartoons)
<p>Differentiation</p>	<p>For more visual/spatial learners, or ESOL students, use cartoons that are more picture oriented rather than language oriented.</p> <p>For advanced level students, use campaign speeches from past and present for comparison, then have them write a speech for their candidate. Students may also examine campaign literature from the past and present using the same propaganda techniques and then create their own posters or brochures.</p> <p>In the groups, be sure to differentiate the students according to ability and assign each student a role within the group according to strengths, such as artist, leader, writer, planner, etc.</p> <p>Have the students themselves research the Library of Congress website to choose the political cartoons that they want to use in the past/present analysis. Set a date restriction on the past cartoon, for example, before 1900, and a date restriction for the present cartoon, for example, after 1995.</p>

Political Cartoons: This is REAL life.

After analyzing real-life political cartoons, both past and present, your group is to design a political cartoon that might realistically portray the present political campaign. The political cartoon should contain the following:

1. **At least two techniques used by the cartoonists you analyzed in class.**
2. **A situation that is pertinent and realistic to the events that are happening in the election or an pertinent issue at the forefront of the election.**
3. **A viewpoint or message concerning the issue or event**
4. **A stylistic drawing that can be deciphered by the public.**

Fill out the sheet below before beginning your cartoon as a guide.

1. Pick a major issue in the campaign that you would like to take a stance on – it could be an issue that the parties disagree on or an event that both parties participated in.
2. What is your stance on the issue?
3. Pick your characters. How are you going to portray the actors in the scenario?
4. Which techniques are you going to use to get your point across to the audience?

Rubric for political cartoon

Name _____

Total: _____/50

	Full Credit	Partial Credit	No Credit
Presentation _____/10	Drawing is pleasing to the eye and the audience is fully able to decipher the characters and the meaning of the cartoon.	There is some confusion to what message the artist is trying to portray to the audience. The cartoon has a draft quality to the artistry.	The cartoon has no meaning to the audience. The quality of the drawing is poor and unpleasing to the eye of the audience.
Content _____/25	The cartoon portrays an issue or event that is relevant to the current campaign. The message is clear to the audience and the artist's opinion is clearly apparent.	The artist partially understands the issue or event portrayed in the cartoon. The message is not well developed and confusing to the audience.	The issue is not relevant to the campaign and the cartoon does not portray an opinion.
Use of techniques _____/15	The cartoon correctly utilizes two techniques mentioned on the political cartoon worksheet and accurately uses techniques to portray the message to the audience.	The cartoon partially utilizes the techniques needed. The techniques are not clear to the audience.	The cartoon does not utilize the techniques mentioned in the worksheet from the Library of Congress.